

Catholic School Journal

A MONTHLY MAGAZINE

OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL: SEVENTEEN; Number Five

MILWAUKEE, OCTOBER, 1917

Price, \$1.50 Per Year

The Pope on Preaching.—Strictly speaking, the teacher is not a preacher and the preacher is not a teacher; the pulpit is not the same medium of approach as the class rostrum or the head of the seminar table. Nevertheless, the preaching office and the teaching office have much in common.

This truth is brought home to us with renewed force by a perusal of the encyclical of His Holiness, Pope Benedict XV, on "Preaching the Word of God," presented in satisfactory English dress in *The Catholic Mind* for September 8. His Holiness, speaking directly to the bishops of the Catholic world, indicates the need of effective preaching, points out the causes for so much poor preaching, and limns the portrait of the preacher who is truly the ambassador of Christ. Changing but relatively few words, one might address the same encyclical to the superiors of Catholic teaching orders, thus reminding them alike of their own shortcomings as custodians of the teaching office and of the means they should adopt to develop the members of their institutes into religious men who teach. Read from this point of view, the letter of His Holiness will prove suggestive and inspiring to all of us. Here are a few thoughts directly drawn from this precious document.

Not everybody is called to teach, and not every candidate should be permitted to assume the important function. To too many of our teachers might be applied the complaint of the Prophet Jeremias: "I did not send prophets, yet they ran." Only those are fit to be considered teachers who, in the language of the Council of Trent, can exercise the ministry of teaching with profit to souls.

Superiors of teaching institutes, masters of novices and directors of normal schools should rigorously judge the candidates for the teaching office in the matters of character and specific training. "Whoever, therefore, is found defective in either regard must, without any consideration whatever, be debarred from a function for which he is not qualified."

Teachers are truly the ambassadors of Christ, and as such "they ought to have the same purpose in discharging their office that Christ had in conferring it on them, nay, the very one that Christ Himself had while living on earth. . . . 'For this came I into the world, that I should give testimony to the truth.' 'I am come that they may have life.'" Both these purposes must be carried out by the men who devote themselves to teaching.

In the person of St. Paul we find a model teacher. The first lesson we learn from him is to be well prepared and adequately equipped. Learning is absolutely necessary for the teacher, for if he is without the light of learning he easily falls into error, since, as the Fourth Lateran Council observes, "Ignorance is the mother of all errors." The teacher needs the knowledge of himself, the knowledge of God, and the knowledge of his office.

It is significant that the Holy Father places first the knowledge of oneself. Alas, many teachers place it last, and never quite get to it. Their words point one way, their example another; and example is far the more potent. "What I am," says Emerson, "stands over me and speaks so loud that you cannot hear what I say to the contrary."

Concerning Interest.—Writes Dr. Dewey in "Democracy and Education": "The word interest suggests etymologically what is between that which connects two things otherwise distant."

It would be easy to dispute this finding from the standpoint of semantics; but from the standpoint of practical

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

grasp it with his chubby hand. We know where the field of interest is in the somewhat larger child when his vision connects, not with the book before him, but with the butterfly on the bush outside the window. When we lead the child to establish some sort of connection between himself and the object or idea we want him to learn, we are truly teaching, for we have succeeded in establishing the bond of interest.

The inexperienced teacher, to say nothing of the teacher characterized by ill-advised and unenlightened zeal, too frequently renders his most earnest efforts nugatory by identifying, in practice, the child's interests with his own. His attitude seems to be this: "I am interested in this topic; therefore it follows that my children are interested." It does not follow, necessarily.

The teacher who can teach proceeds otherwise. His first step is a study of the child's existing range of interest. His next is to establish a vital connection between something within the child's field of interest and the thing that he wishes to teach. Once that is accomplished two-thirds of his work is done.

For instance: It is the period of religious instruction, and I am desirous of impressing my pupils with the necessity of maintaining watchfulness over the senses and avoiding other occasions of sin. Now, I may talk myself into ecstatic perspiration about St. John the Baptist and St. Mary of Egypt and St. Benedict Joseph Labre and other holy exemplars of Christian mortification; but in all probability I shall leave my hearers unmoved, for the normal boy has no positive interest in disciplines and shirts of camel's hair. But, in these days of war's alarms, when every other man he meets on the street is in khaki, every lad in the class is greatly interested in the soldier and the soldier's life. So I begin by stating a few fundamental facts regarding the soldier's life, emphasizing the necessity of military discipline and indicating instances of it. Then, quickly, I point out that the Catholic belongs to the army of God, that the Church on earth is known as the militant Church, that when we receive the Sacrament of Confirmation we enlist as regular soldiers of Christ; that our general is the pope, our captains the bishops and our lieutenants the priests. I bring the pupils to see that discipline is quite as necessary in the army of the Church as it is in the army of the country, and that the Catholic who fails in his religious duty is as much a slacker as the soldier who shirks his military obligations. Then I lead to the thought that much of our warfare as soldiers of Jesus Christ is individual warfare in which we fight without visible support, though we can always, by means of prayer, call for that powerful reinforcement known as grace; that our enemies, as St. Paul said, are not flesh and blood soldiers in battle array, but evil thoughts, evil desires, and all manner of temptations; that if we are really valiant soldiers we shall be ever on guard and watchful, lest the enemy take possession of our heart.

Blindfolded!—"Stop reading the war news blindfolded," we are directed in an advertisement in a recent magazine. The writer goes on to ask a number of leading questions regarding the position of the several armies in the present war, and concludes by urging us to take the bandage off our eyes, that is, to purchase a certain war map which kindly disposed publishers have prepared for our use.

pedagogy the Chicago professor has said something both true and apposite.

Even physically we manifest interest by some sort of connection. The little child, we are sure, is interested in the watchchain when he seeks to

The advice is excellent; and it need not be confined to war news. Our lessons on the life of Our Lord and the missionary journeys of St. Paul would be better in every way if we were to employ suitable maps. If the reading lesson mentions that Dr. Samuel Johnson was born in Lichfield, it will help materially to let a literary map of England give information regarding the location of the burly doctor's home town and its relative direction and distance from Gray's Stoke-Pogis and the Lake Country of Wordsworth. It is hard to overdo the use of the map in the teaching of history. "History without geography," wrote the late Brother Azarias, "is a romance of the land of nowhere."

Stop reading blindfolded!

Training the Boy.—We do well when we have an inspection of ears and fingernails; but our duty as educators does not end in the classes where such inspection is in vogue. What sort of physical training do we give to our boys in the upper grammar grades and in the high school? Too often our interest in the matter is merely theoretical—just like some people's thrill of patriotism—and the pupils form slouchy habits of carriage which handicap them seriously in after life. A practical business man, writing to the principal of a boys' boarding school, has well said:

"As a matter of simple business, a boy who knows how to wear his clothes and to select tasteful things, and who knows how to carry himself and to shake hands and to eat properly, and to do some of the other ordinary offices of life like a human being, and who has courtesy and ease, has a much greater chance of success than the boy who comes out of college and knows all about the structure of this world and the world hereafter, but who, in his personal exterior attitude toward his surroundings, is an unmitigated boor."

The partisans of the military school at once say, "We remedy all those matters in our system." And the instructor of physical culture hastens to assure us, "Give me a well-equipped gymnasium and I'll do the rest." Both military training and physical culture classes help somewhat; but they have very sharply defined limitations. The soldier does not, for all his drilling, learn how to shake hands or how to acknowledge a compliment gracefully; and the physical culture enthusiast too frequently tends to regard the athletic type of young manhood—the creature of raucous tones and over-developed biceps—as the beau ideal.

The fact is, there is no "system"—military or athletic—that will teach adequate body bearing. The thing is picked up by association with ladies and gentlemen—with ladies who don't scream their contributions to small talk, who don't gesticulate with their eyebrows, and who don't walk with a slouching gait; with gentlemen who can keep their hands out of their pockets, who don't come down stairs on their heels, who can make a bow without deranging the furniture, who shave every day, and who keep their person and their clothing scrupulously clean. Such ladies and gentlemen teachers should be; and a part of their duty as teachers, aside from giving everywhere and at all times the very best example, is to remind their pupils, both in general and particular, of the faults in body bearing most characteristic of our day and generation.

It is unfortunately true that in some instances the school has hindered rather than helped the formation of right habits of carriage. As a mere man I have sat in mingled awe and terror at some convent closing exercises and have wondered what on earth the young ladies will ever do with that one-two-three-and-back-on-the-left-and-incline obeisance, with which they salute his lordship and the visiting clergy, when they walk into a business office or attend a reception at the fashionable Umpty-Dee Club. And I have sighed over the future disillusionment of the boy who has been taught to make a peregrination of the classroom on tiptoe, who cannot cross a waxed floor without diversion or disaster, and who has been encouraged to register a pleasant mood by a convulsive, squirming, and a quasi-idiotic grin.

Young religious teachers—especially of the masculine persuasion—need rigorous drilling in the usages of polite society. Not that we want them to acquire "worldly" airs, but that it is part of their equipment for educating to be able, by example and by precept, to teach our girls and our boys to bear themselves like ladies and gentlemen.

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The Religious Note In Stoddard's Poetry.

By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

Discussion of the religious element in the study of literature readily tends to become formal and academic, to concern itself with general ideas rather than with definite pieces of literature, and to seek for illustration in the immortal past rather than in the living present. It need hardly be said that for all three procedures there is ample justification. All effective study has an appreciable content of theory, of form, without which it would not be study at all; general ideas, both in literature and in life, are the fine fruitage of complete living, and specific works of literature, like facts in other departments of human

study, are of value only in so far as they lead to the recognition of general truths; and we turn more frequently to the past than to the present for illustration because the past, since it is the past, is fixed, set, relatively permanent, and because it has been enriched by the art and the scholarship of succeeding ages.

Nevertheless, good things should not be carried to extremes. So in this paper I ask the reader to thrust, for the time being, his literary theories to one side, to forget for the moment whatever general notions of literary correlation he may have formed, and to devote his attention to a modern poet who lived a modern man's life in an eminently modern world and whose inspiration came from what he saw and felt and dreamed in the nooks and corners of creation whither his Bedouin spirit loved to stray. Let us see how the religious element manifests itself in some of the poems of Charles Warren Stoddard. ("Poems of Charles Warren Stoddard, Poet of the South Seas," collected by Ina Coolbirth. John Lane Company, New York.)

The career of Stoddard is a familiar story to many readers of these lines. He was born in Rochester, New York, in 1843, and came with his parents to San Francisco when a lad of twelve. He grew into manhood during the early days of California's statehood, and became one of a group of writers—Bret Harte, Joaquin Miller, Mark Twain, Miss Coolbirth, and others—who gave to the golden state a golden age of literary achievement. Then the wanderlust gripped him and he made four voyages to the South Seas, visited Molokai and grew intimate with the heroic Father Damien and gathered material for some of his most exquisite prose—"South Sea Idyls," "The Lepers of Molokai," and "The Island of Tranquil Delights." In 1867 he entered the Catholic Church, his conversion becoming an extraordinarily strong influence on his subsequent life. The editor of the San Francisco Chronicle gave him a commission dear to his heart, bidding him wander whither he list throughout the world on condition that he send a weekly travel letter to San Francisco. This he did for five years, rambling about in Europe, Palestine, and Egypt. Returning to the United States, he became professor of English literature at Notre Dame and subsequently at the Catholic University of America. After three years spent in New England, the home of his ancestors, he returned to California in 1905, and lived in historic Monterey until his death in 1909. His grave is not far from the old Carmel Mission beside the flashing Western sea.

As a poet Stoddard never took himself very seriously, but the present volume reveals him as the possessor of a distinct gift of song, which, even more than his whimsical and beautiful prose, served as a medium for the expression of his religious view of life. In his collection of prose sketches, "In the Footprints of the Padres," he manifested much of his interest in the story of the California mis-

sions; but in several poems of this volume he tells their story and interprets their meaning as only a poet can. Rich in haunting beauty is his "Litany of the Shrines," wherein he tells in some three dozen lines the tale of the founding of the missions and the lengthening of El Camino Real.

"The Angelus from rise to set of sun
Recalls us thrice unto our private prayers;
So may these Mission memories recall—
With their soft names now named one after one—
Recall the pious life which once was theirs;
Recall their rise, alas! recall their fall—
For all too soon their blessed work was done."

Then follows the fragrant story of the beginnings of Catholic life in the United States.

"In the far south the sunny San Diego,
Carmelo, San Antonio, each their way go—
Dust unto dust, so crumbles the adobe,"
a clever blending into English rhymes of the sonorous Spanish saint names; and the poem concludes with,
"Ring, gentle Angelus! ring in my dream
But wake me not, for I would rather seem
To live the life they lived who've slumbered long
Beneath their fallen altars, than to waken
And find their sanctuaries thus forsaken:
God grant their memory may survive in song!"

The Mission of San Gabriel Arcangel, founded near Los Angeles in 1771, was the most prosperous of all the missions in the days of their glory. The poet, visiting the battered belfry, muses on the past, when the fields were white with temporal and spiritual harvests and the Indians were brought by the brown-robed padres to the love and service of Christ. He apostrophizes the mission bells:

"Oil of the olive was thine;
Flood of the wine-press flowing,
Blood of the Christ was the wine—
Blood of the Lamb that was slain.
Thy gifts were fat of the kine
Forever coming and going
Far over the hills, the thousand hills—
Their lowing a soft refrain.

"Seed of the corn was thine—
Body of Him thus broken
And mingled with the blood of the vine—
The bread and the wine of life.
Out of the good sunshine
They were given to thee as a token—
The body of Him and the blood of Him,
When the gifts of God were rife.
What then wert thou, and what art now
After the weary strife?

"And every note of every bell
Sang Gabriell rang Gabriell!
In the tower that is left the tale to tell
Of Gabriel, the Archangel."

The mystery and grandeur of the doctrine of the immortality has before now furnished a fertile theme for poets; Stoddard gives it a unique rendering in "my Friend":

"I have a friend who is so true to me,
We may not parted be,
Though I have strayed, on to the uttermost,
Yet is his voice not lost.
If I am madly-deaf for having erred,
Still may I hear his word.
If sin hath slain mine honor, straight appears
The river of his tears,
Wherein I find redemption; tenderly
He woos my fear away
And searches out some star of hope, above,
So boundless is his love.
When from the loathed grave I shall arise,
He'll hail me from the skies.
Who else would seek me in corruption's dress
With a so kind caress?

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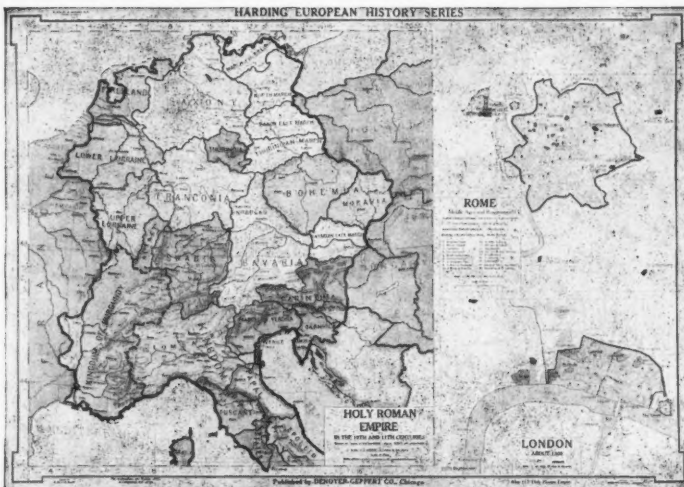
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CHICAGO

Thou art indeed my friend while ages roll,
O, thou, my deathless soul!"

Of three beautiful and delicate stanzas inspired by the Angelus, we find space for only the last, that commemorating the sundown prayer:

"At eve, with roses in the west,
The daylight's withering bequest,
Ring, prayerful bells, while blossom bright
The stars, the lilies of the night;
O fall the songs the years have sung us,
'The Word made flesh has dwelt among us,'
Is still our ever new delight.

Ave Maria!"

Like many a singer of an elder day, Charles Warren Stoddard was drawn to the spectacle of seemingly unjust and unwarranted suffering. That phenomenon has made pessimists of scores of poets, doubters of many more; but Stoddard looks with the eyes of faith upon our quivering human flesh, and—so far as man may—he understands. Witness "Stigmata":

"In the wrath of the lips that assail us,
In the scorn of the lips that are dumb,
The symbols of sorrow avail us,
The joy of the people is come.
They parted Thy garments for barter,
They followed Thy steps with complaint;
Let them know that the pyre of the martyr
But purges the blood of the saint!

"They have crucified Thee for a token;
For a token Thy flesh crucified
Shall bleed in a heart that is broken
For love of the wound in Thy side:
In pity for palms that were pleading,
For feet that were grievously used,
There is blood on the brow that is bleeding
And torn, as Thy brow that was bruised!

"By Thee have we life, breath and being;
Thou hast knowledge of us and our kind;
Thou hast pleasure of eyes that are seeing,

And sorrow of eyes that are blind;
By the seal of the mystery shown us—
The wounds that with Thy wounds accord—
O Lord, have mercy upon us!
Have mercy upon us, O Lord!"

The lines have a mystic quality, a rich Catholic heritage of sufferings borne not in patience merely, but in gladness, for the love of God; they are of the theme which St. Augustine and Thomas a Kempis have set in deathless prose. They are a Catholic vision of the interior life, even as the following poem, "Mercy," is a Catholic vision of the outer life:

"In his last hour a good man lay alone,
His couch, the naked earth; his pillow stone.
Thus faithless Fortune left him, in the end,
To perish in the dark, without one friend.
Lifting his eyes, in great bewilderment,
He saw seven shining angels o'er him bent;
And with his failing breath he cried, in fear,
'Ye heavenly messengers! what do you here?'
Each angel in his turn made low reply,
In voices of celestial melody:
'I was athirst, thy draught was passing sweet.'
'And I was naked, and was clothed by thee.'
'A captive I, when thou didst ransom me.'
'I harborless till I thy harbor found.'
'When I was sick thy mercy knew no bound.'
Then the last whispered, as he bowed his head,
'And thou didst bury me when I was dead.'
Now a great glory filled the vault of night,
A still small voice glowed like intensest light;
It seemed to fashion words that were as flame,
One flashed and faded as another came—
'And lo! as thou hast done it unto these,
So hast thou done it unto Me.' At ease
On his cold bed the good man breathed his last;
A bed of roses now, and every blast
Was softer, sweeter than an infant's breath,
For the bright watchers by that bed of death;
And as the spirit left its form of clay,
Seven angels bore it in their arms away."

(Continued on Page 240)

MILITARY TRAINING IN SECONDARY SCHOOLS. By Brother Bede, C. F. X.



Brother Bede, C. F. X.

The introduction of Military Training into Catholic schools, on anything like an extended scale, is a measure that, a few years ago, would be called of questionable wisdom, if not a downright fad. The same estimate of the merits of such training prevailed pretty generally in those days. For this reason, then, it was that the working out of a scheme for a state-wide application of military training in the schools, attempted in Wyoming under the direction of Lieut. Stover, was watched with much interest. The warlike preparations going on about us, have engendered a more kindly feeling towards the measure, and have shown it to possess merits that entitle it to respectful consideration as a fit subject for introduction in the school. Much of the opposition to military training in schools was doubtless based on the dread of militarism, and on the well-known failure of military drill, as such, to produce results where it had been tried. The fuss and feathers of competitive drills and dress parades possessed little of the advantages of military training, and served mainly to advertise the school and draw pupils. Military training, however, reaches out farther, and aims to mould the boy to habits of regularity and obedience, as well as to shape him physically well.

To oppose military training in all forms on the ground that it leads to militarism is like condemning the physician for using heart stimulants because men have been known to take human life by means of the same drugs. The physician's answer to such a critic, "It depends how you use them", fits also in the case of military training. With people imbued with the principles of democracy, and having the powers of government in their own hands, the hazard of having militarism thrust upon them is indeed slight. We can, therefore, dismiss the criticism as of no great weight.

The late crisis in Mexican affairs first brought out the fact that as a nation we need stimulation—physical and moral stimulation. The glittering aphorism, "a million men between sunrise and sunset" soon faded in the face of a well-grounded belief that more than four-fifths of such recruits would have to be rejected for unfitness, and the far-reaching medical test, but lately made in connection with the draft, has done much to justify the worst fears entertained concerning the physical deficiencies in American young men of military age. Today, then, we know for a certainty that the rank and file of American manhood between the ages of twenty-one and thirty-one are not of the type we can depend upon to defend the home and to build up and maintain the nation. We have grown alarmed, and have begun to cast about for an explanation of the cause and for the discovery of a remedy.

The cause for this wide-spread failure of our young men to measure up to requirements in physical fitness is discerned in the changed conditions of society. Following the plow and swinging the axe will harden the muscles and expand the chest as well today as they did before Lexington and Yorktown got a place in history, but these are by no means popular exercises today. Something else must take their place. Athletics has been manifestly inadequate to perform the task set for it in safe-guarding, developing and stabilizing, in American youth, the gifts of health and virtue with which the boy is endowed when he enters the domain of organized sports. Something is required to supplement the athletics of the present day, something to join hands with athletics and physical training and lead them to the masses, to lead them from the smug pen of specialism to the open field of universal application.

To effect this rejuvenation of our civic life, military training in a broad sense, seems best fitted. I say in a broad sense, because military training must mean more than the mere formalities of drill and uniform. The military training, then, that reaches out to all boys, and moulds them into well-shaped, sturdy citizens who can endure, is the remedy at hand and waiting for application. Why pass it by, and seek for something of less remedial power?

Military training has been tried, and has had its worth as a civic upbuilder well established. The countries now at war furnish illustrative material. The amazing vitality of those nations that had military training as an established system before the war stands in happy contrast with the fumbling for two years of the army of a mighty empire before it struck an effective blow.

Let us glance at the varying policies which embody or exclude systematic care of the physical well-being of the youth of a nation, and observe the precise effects.

The most implacable critics of the German imperialistic militarism must recognize that the training it imposes made a virile race; it has fitted its people for marvelous feats. France, with principles at war with Prussianism as her bed-rock, has found in military training the salvation of her people, not so much in her capacity for heroic defense as in her re-created physical vigor. Switzerland is another example. Every Swiss citizen is perforce a soldier. Military training begins there in the schools. Gymnasium drill and physical exercises are compulsory, and the preparation is continued, with increasing rigor, through youth and early manhood. Regardless of the fact that the system makes efficient soldiers, it makes self-reliant youths and hardy men.

Herewith is subjoined an estimate of the civic and physical benefits of military training from the pen of a Swiss writer:

It is unanimously considered to be a blessing for the population. Boys who never saw anything but their mountain village, who are shy and not polite; sons of workmen living in the less healthy parts of the big towns, often underfed, nervous and pale, change very rapidly after a few weeks of training. The young soldiers are taught the habit of speaking clearly, of being tidy and polite. In business they become very much improved. Every Swiss is proud of his uniform. The system adds enormously to the feeling of national unity. It is the best education for citizenship; in fact, it is the most thorough for life.

With the Swiss system now some time in operation there is no indication that the incubus of militarism bids fair to spread over Switzerland as an immediate result. On the contrary, there as elsewhere that military training has been in operation, its fruits have been to give physical efficiency, definiteness of thought, pride and a sense of discipline, to create a spirit of unity, of civic and social obligation, of a sense of partnership in and responsibility for the common good.

Voice Culture.

The American child's voice is often as wilfully and woefully neglected as is his manners. Indeed, school teachers are to often complacent and negligent of these finer points of character and expression. The need for speech improvement is great, great all along the line. Not only the child but the teacher and the preacher might well be taken in hand by a vocal instructor, who would inculcate deep breathing exercises and correct tone placement.

A musical voice, clear, vibrant, enunciating perfectly, is listened to with feeling of mingled pleasure and admiration. To the priest who sings and speaks in public this matter of voice culture is of special importance. The Mass well sung is most impressive. The Gospel well read is most effective. So let there be individual instruction in vocal music not only in the grades and academies but in the normal schools and seminaries.

PARLIAMENTARY LAW.

The regular program of a certain literary society is always preceded by a half hour's study of parliamentary law. Fifteen minutes of the half hour is devoted by the class leader; an experienced parliamentarian to outlining the points to be emphasized in the day's work. During the remaining fifteen minutes theory is followed by practice in parliamentary usage. With the appointment of a president and secretary, class organization takes place and parliamentary procedure is the order of the day.

Now, it seems to us that some such arrangement might obtain in literary and debating classes of schools. The plan would certainly appeal to the pupils, assuring as it does, a working knowledge of parliamentary law so necessary for the expeditious conduct of business.

Just say: "I Saw It In The Catholic School Journal."

THE RECITATION.

By F. J. Washchek.



Mr. F. J. Washchek.

"A good recitation," says George Howland, "is the real test of the school. It shows as in a mirror the interest, skill and information of the teacher and the work of the class." Every experienced teacher appreciates the truth of the above quotation and even parents and casual observers of school affairs acknowledge it in their ever-present cry for good, efficient teachers, since it is the recitation that represents the work of both teacher and pupil. Everywhere and always we hear the cry for true, well-trained, efficient teachers because the

patrons want good recitations for what knowledge, power, skill and character pupils may be able to acquire in the real work of the school, the recitation. In view of this cogent fact, then, the importance of the recitation in the educative process can hardly be over-emphasized, and it is well to have a clear, definite understanding of the meaning of the term "recitation" in a literal, general and pedagogical sense so as to avoid vagueness and confusion.

In order to tell what the recitation is, let us first tell what it is not. Most assuredly, it is neither a time nor place, although it requires both. It is a process or exercise by which both teacher and pupil attain certain desirable ends. Although this is the general pedagogical meaning of the term, writers are not unanimous in regard to the exact meaning of the term and hence differ as to its content and limitations. Some use it in a literal and others in a general sense, both of which let us now consider.

From the literal viewpoint, to recite is to tell or repeat what was previously learned, since the word recitation is derived from the Latin verb *citare*, to say, call or summon, prefixed by *re*, meaning again. This is the child's idea of the recitation when he asks his classmate: "Can you say your history lesson?" To recite in this sense may be done in two ways: (1) by repeating what was previously learned in the exact words of the text; (2) by stating the gist or substance of the context in the learner's own words. The former may be called *memoriter* recitations, i. e., mere memory recitals of facts formerly learned. Too often such memory recitals are couched in words having little or no meaning to the pupil. As such, they become parrot recitations, as it were, and should be avoided. Occasionally, however, it is well for the child to give *memoriter* recitations for the sake of incorporating into his own speech as much of the choice or technical language of his text as he can use correctly and intelligently. In fact, this is one way of enlarging and enriching the child's vocabulary and of acquiring the terminology technical to a subject, but in working toward this end the teacher should see that the pupil understands the meaning of the more difficult technical words which he repeats, otherwise he may become a well trained human parrot, able to repeat fluently whole passages in literature, science, grammar, Christian doctrine, and still know next to nothing about any of them. A personal instance of such learning was that of the writer, who, while in the grammar grades, learned and diagrammed this passage in Rip Van Winkle, but could not interpret its meaning until many years afterward: "The greatest error in Rip's composition was an insuperable aversion to all kinds of profitable labor." A moment's reflection reveals at once that the writer didn't know the meaning of the longer, more difficult words of the author's choice, otherwise he would have known that the whole sentence simply meant that Rip was lazy.

Now, this deplorable condition was the result of indifference, ignorance or "an insuperable aversion" in the recitation on the part of teacher or pupil, or both, and doubtless these undesirable results have been duplicated in nearly every schoolroom. Literally, then, the recitation is a restatement of what was previously learned, and couched either in the exact words of the text or of the learner. This is also the historical significance of the recitation, because it dates back to the time when school exercises were, for the most part, verbatim restatements of what was previously memorized. If this is all that we can mean by the term recitation, then the exercise which it

designates is not a teaching or educative process, since in such an exercise the teacher may test preparation, knowledge and skill, but may not instruct because, literally speaking, reciting is saying or repeating, not teaching or instructing.

The term recitation has, however, a general and much more comprehensive meaning than its history and etymology suggest. Pedagogically considered, it includes any and every school exercise except the formal examination by which the teacher teaches, tests or trains, and by which the learner acquires knowledge, power and skill. This is the general meaning of the term and although it is well to adhere to the literal sense of words, still, in the language of pedagogy, we must use the term in its larger, generally accepted meaning.

Since the recitation proper includes both teaching and learning, it is of necessity a two-fold process, including the active participation and co-operation of at least two individuals, teacher and learner. The teacher's part of the work is teaching, testing, training, assigning lessons, guiding and inspiring his pupils, correcting their errors, forming their habits and moulding their characters. Whether he does well his part is determined by the wise use of the following means: (1) by preparing the child's mind to receive the subject matter; (2) by daily preparation of the subject matter; (3) by presenting the subject matter; (4) by explaining and illustrating the subject matter; (5) by making suggestions about the subject matter; (6) by causing pupils to think about the subject matter and to understand it; (7) by the personality, character and work of the teacher.

The learner's part of the work is to gain knowledge, power and skill; to form good habits; to grow in wisdom and Christian virtues; and he may attain these ends through some or all of the following means: (1) by investigating the subject matter; (2) by understanding and explaining the subject matter; (3) by assimilating the subject matter; (4) by remembering the subject matter; (5) by applying and using his knowledge of the subject matter. Briefly, then, these are the means by which the child thinks, feels and acts and thus grows intellectually and morally. Although the psychical faculties of man are many, all of them may be put into these three grand classes of the mental powers—thinking, feeling, acting—which are involved in every human resolution or action. Just here it is well and interesting to note that these mental powers act in the above order, for we cannot feel about anything, in the sense of affecting the mind, without first knowing something about it, nor do we ever exercise the will and act until prompted to will and to act by a feeling.

Numerous illustrations of this working order of the mind might be given, but for our present purpose one must suffice. It is that of the prodigal son. He first got a rude awakening and thought; then he felt his misery; lastly, he resolved to arise and to return to his father. Every wise teacher, preacher, writer, orator, in short, any one who desires to lead persons to resolution or action, tries first to awaken their thoughts so they may know something about the matter under consideration. He then strives to arouse their feelings regarding the issue, and it is only when he has done both that he may hope to cause them to will and to act in accordance with his will. Whoever makes a person think has done much toward making him act, for thought produces desires and desires cause effort, without which one cannot grow intellectually or spiritually. No one ever became a scholar without mental effort; neither has any one ever dreamed himself into a saint. On the contrary, both saint and scholar have hammered and forged themselves into what they are because:

"We live in deeds, not years; in thoughts, not breaths; In feelings, not in figures on a dial. We should count time by heart-throbs. He most lives Who thinks most, feels the noblest, acts the best."

Thinking, feeling, speaking, acting, then, are the means by which the child is trained, by which he makes or mars his whole future welfare.

It has already been said that the importance of the recitation can hardly be overestimated. It is most important in the primary grades, because children of these grades do most of their real work and study during the recitation. In the grammar grades and the high school it is almost as important as the art of study. In either the recitation is the "enchanted ground of pedagogy," because in it the souls of the teacher and pupil meet to influence and be influenced. It is the trysting ground of truth and power, where they linger to be received for the mere earnest

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effort as the only coin necessary to purchase a whole realm of intellectual and spiritual truth and beauty. It opens great opportunities to both teacher and pupil. To the former it is the opportunity to impart some of his knowledge without losing any of it himself, of directing effort, of fixing habits of thought and expression, of developing power, of deepening and broadening impressions, of training in the art of study, of inspiring the child with a love of learning, and of moulding character. To the latter it is the opportunity of gaining knowledge, power and skill, of realizing the beauties of truth and good character. A great teacher who is in the spirit of his work, who is sympathetic and zealous in helping others, always shapes the life and character of his pupils most effectively during the recitation, which he has planned and prepared with the end and aim of directing, developing and strengthening their God-given powers and possibilities. Whatever influence and energy he exerts for such noble ends must be of prime importance for at least three reasons, which we shall now consider somewhat in detail.

In the first place, the recitation is important because its character largely fixes the pupil's habits of study. Evidence of the truth of this assertion is not far to seek, for in every recitation the teacher has certain expectations and requirements, and if they are small and low the pupils generally fulfill them, because children usually do what is expected of them. If the teacher expects and accepts defective preparation, shallow work, vague conceptions of truths, facts and principles, and careless expressions of what the child is to learn, he generally gets them, and once the pupil studies in this manner he will repeat the activities in each succeeding recitation, because of the mind's tendency to do again more readily what it did before.

If, on the other hand, the teacher expects and requires thorough preparation, clear conceptions and expressions of truths, facts and principles he usually gets them, because children nearly always do what is required of them. In either case the teacher generally gets what he expects and accepts in the recitation. In either case, too, there is a strong tendency to repeat former mental activities. Thus the child's habits of study are fixed, be they good or bad. If they are bad they are, as it were, the little parasites which weaken or destroy the tender plants in many

a schoolroom that might otherwise have become a fruitful vineyard. If they are good, because the teacher expected and required thorough preparation, strong work, clear comprehension and careful expressions of truths, facts and principles, his pupils will learn to love truth for truth's sake, will establish careful, studious habits and will eventually become ripe, cultured scholars, largely as a result of the careful habits of study acquired under the direction of a truly efficient teacher who not only expected but also required strong, conscientious work.

Secondly, the recitation is important because it helps to fix the pupil's habits of thought and expression. Mere parrot recitations, with little or no reflection, like prayer without devotion, are of very questionable efficacy, but those given with hazy conceptions and careless expressions are inexcusable and detestable. Careless thinking produces indifferent habits of thought and expression, while clearness and strength of thought not only give the memory exactness and retention, but also give clearness and strength to expression. All good teaching presents clearly and unmistakably to the pupil's mind what he should learn and comprehend. It aims to make thought accurate and definite; expression clear and strong. The highest function and best results of the recitation are not cramming and storing the mind with facts, but of developing in it certain qualities. Among these are exactness of observation, clearness of perception and apprehension, completeness of comprehension, strength and accuracy of expression, and whatever other mental qualities help to fix the child's habits of thought and expression.

Thirdly, the recitation is important because it inspires the child with a love of learning. The true teacher is ardent with enthusiasm, interest and inspiration which quicken the pupils in the recitation where his eye meets theirs, his heart warms theirs, his keen insight, fervent words and love of the good, the beautiful and the true fire them with intellectual enthusiasm, interest and love of learning. "Like begets like," so that soon their minds and hearts are in unison as they journey along the high road to knowledge, intellectual enjoyments and consolations. If the recitation is properly conducted it awakens, inspires and animates the child; it makes him inquisitive, energetic and eager to trace the truth, in spite of the greatest difficulties and obstacles, to its most secret abodes

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The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

SUBSCRIPTIONS—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$1.50; Canada, \$1.75; Foreign, \$2.00.

REMITTANCES—Remit by express or postal orders, draft or currency to The Catholic School Journal Co., Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
445 Milwaukee St. MILWAUKEE, WIS.

OCTOBER, 1917

EDUCATION AND CITIZENSHIP.

Never before did our country need citizens as it does today. The crisis through which we are now passing is showing up all our strengths and all our weaknesses. And when the lack of good citizenship is revealed, we naturally look for the cause, seek the source of the trouble.

If there are men today who fail in citizenship, it must be because the boy of yesterday got the wrong start somewhere, in home or school, or in both. As for the school, let us just mark these words from a Protestant contemporary: "Education which does not get down into the moral nature is a failure in the production of good citizenship," says The Advance (Congregationalist).

There will be none to disagree with that. The stream of public morality can rise no higher than its source. Private virtue is the source of public character; and a people's education, their schooling and their home training must be the fountain-head of both. The people must be made moral if the state is to be moral. Yet this can not be accomplished by arbitrary law. How, then, is it to be brought about save through the inculcation of positive moral principles, widely diffused? And how can we have effective ethical culture without dogmatic religious teaching? Experience as well as logic proves that one is the sequence of the other. If we have loose public morality and defective citizenship, there is a reason: the reason is the training of the young. Again, let us repeat with The Advance:

"Education which does not get down into the moral nature is a failure in the production of good citizenship."

CHARLES PHILLIPS

President Appeals to School Children of Nation to Enroll in Red Cross Service.

To the 'School Children of the United States:

A PROCLAMATION.

The President of the United States is also President of the American Red Cross. It is from these offices joined in one that I write you a word of greeting at this time when so many of you are beginning the school year.

The American Red Cross has just prepared a Junior Membership with School Activities in which every pupil in the United States can find a chance to serve our country. The school is the natural center of your life. Through it you can best work in the great cause of freedom to which we have all pledged ourselves.

Our Junior Red Cross will bring to you opportunities of service to your community and to other communities all over the world and guide your service with high and religious ideals. It will teach you how to save in order that suffering children elsewhere may have the chance to live. It will teach you how to prepare some of the supplies which wounded soldiers and homeless families lack. It will send to you through the Red Cross Bulletins the thrilling stories of relief and rescue. And best of all, more perfectly than through any of your other school lessons, you will learn by doing those kind things under your teacher's direction to be the future good citizens of the great country which we all love.

And I commend to all school teachers in the country the simple plan which the American Red Cross has worked out to provide for your cooperation, knowing as I do that school children will give their best service under the direct guidance and instruction of their teachers. Is not this perhaps the chance for which you have been looking to give your time and efforts in some measure to meet our national needs?

(Signed) WOODROW WILSON,
President.

September 15, 1917.

The Rosary.

Lovers of our Mother's Rosary will be pleased to read the following from the great Irish Prince of the Church, Cardinal Logue, Archbishop of Armagh: "I have on more than one occasion joined in the Rosary with the Pope in his Court of the Vatican; I have joined in the Rosary in the cottage of the peasant; I have seen the beads slip through the fingers of the most learned men I ever met; I have seen them in the hands of the ignorant—and I have seen in all the same earnest, unquestioned reverence. Now, it appears to me impossible that this or any other form of devotion could be so wide-spread or, indeed, so deeply appreciated by men in every walk of life, if those that practiced it did not know from their own experience, from the experience of others, that it was a fruitful source of spiritual favors."

Superiority of Catholic Schools.

Catholic schools are superior to the public schools, taking them group by group. The reason thereof is to be found in the fact that the teachers in the parish schools devote not simply a few hours but their whole lives, energy and conscience to the work. On the other hand the pupils are taught as a matter of conscience their obligation to study and to profit by the instructions given them. It may be added also that in many of our parish schools the discipline exacted and enforced is of a much higher order than that usually to be found in the public schools.

A Business Man's View.

To illustrate the inefficiency of the public school system of New York City the "Evening Post" of that city quotes the following passage from a recent report of the Committee on Commercial Education of the Chamber of Commerce: "The schools are over-crowded, and the children are taught in too large groups. The teaching is necessarily hurried, and small attention is paid to the child as an individual. Children are passed up to a higher grade repeatedly with insufficient knowledge . . . Such a system is bound to develop carelessness, indifference and inefficiency in the pupil, who knows he will be advanced, whether he tries or not."

Protestant Tribute to Catholic School.

"I am not a Catholic and I know very little about the Catholic religion, but I can tell you that I live across the street from a Catholic school for girls in Boise, and 300 feet from a Catholic hospital, both institutions being in charge of a Catholic order of sisters, and they are the best neighbors I have ever had, and I have backed up my belief in the sisters by sending my own children to their school, for I believe their teaching and example inspire the highest ideals of womanhood of any school of our land."—Governor M. Alexander of Idaho.

Prompt Attendance at School.

A Sunday school in Dallas, Texas, whose life is indicated by the fact that it has 500 present on a hot summer's day, encourages promptness by dispensing lemonade to all who come before 9:30, the opening hour. At that time the lid is clamped on the lemonade pail and the late comers can only plan to set the alarm clock further forward next Sunday. This bait for promptness is refreshing on a hot morning, and if the school is run on the right basis may make no difference in the permanent attendance of the pupils.

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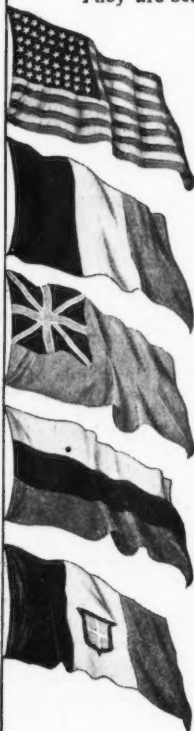
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You can make every day PATRIOTS' DAY and without a cent of expense, through the help of your scholars, secure the flags and portraits needed for decoration. We are the originators of this plan and have already given away over 50,000 American flags to schools. Get yours at once. Read these offers:

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We will send you 50 emblematic flag buttons in the national colors or assorted with portrait buttons of Washington, Lincoln and James Whitcomb Riley. They are beauties. Your pupils easily will sell them for 10 cents each. Return the \$5.00 to us and we will send a beautiful silk U. S. Flag, 32 x 48 inches, heavy quality, mounted on staff with gilded ornament FREE.



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To proudly place next to the Stars and Stripes you will want a set of our Allies' Flags, each 16x24 inches, mounted on staffs with ornaments. There are five of them, American, French, English, Russian, and Italian. New history is being made so fast every day that it is hard to keep pace with events of tremendous importance. As battles are fought and won it will help you show the colors of the nations who are fighting that freedom shall not perish from the earth. These flags of the Allies are beautiful for inside ornamentation. We will send them for the sale of 35 buttons at 10 cents each—FREE.

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We have secured sets of handsome silk flags of the Allies, five of them, American, French, English, Russian, and Italian. They are each 12x18 inches and mounted on staffs with ornaments. You will be glad to use these beautiful flags anywhere. They are rich enough to grace any well appointed home no less than the school room. They recall the glories won by Joffre, Haig, and the brave boys on the battlefronts of the Marne and along the Belgian front. You will want the tricolor of glorious France which stood firm against the selfish cruelties of imperialism and saved the civilization of the world. You will want the flag of Britannia's fleet which has kept the German Navy bottled up. For the sale of 50 buttons at 10 cents each we will send the lot—FREE.

State Department of Public Instruction OF INDIANA

Indianapolis, Ind., Dec. 18, 1916.
To whom it may concern:-
I am acquainted with the Mail Order Flag Company of Anderson, Indiana. It gives me pleasure to say that I personally know the members of this firm and can say in positive terms that they are reliable and responsible. Their plan of supplying flags and pictures to the schools is a very excellent one.
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(Signed) CHAS. A. GREATHOUSE,
State Supt. of Public Instruction.

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Americans today are talking of Washington and Liberty, Lincoln and Freedom, and Wilson and Humanity. You will be delighted with our wonderful "Oil-Process" paintings of these great Americans. They are wonder pictures, showing the artists' touch found in the original, the brush marks, rich colorings, and pigments just as they were laid on the canvas. As durable and beautiful as the originals. Can be washed and will never fade. These portraits are 13 x 16 inches in a 1 1/4 inch gilded frame. For the sale of 35 buttons you may choose one picture, for the sale of 60 buttons two pictures, and for the sale of 75 buttons we will send all three pictures—FREE.

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THINGS FOR US TO LEARN.

By Charles Phillips.



Mr. Charles Phillips.

Is compromise possible on the school question? Must Catholics for all time adhere strictly and stubbornly to their rights in this matter, continue establishing and supporting parochial schools, and go on making sometimes almost impossible sacrifices for the sake of the religious training which their own schools, and those schools only, can afford? Cannot some compromise be made?

No compromise can be made, so far as Catholics are concerned, for it is a matter of conscience. Perhaps some plan may yet be evolved by which the unequal burden of double taxation—may be equalized, or rather reduced. That is a big and complicated question. But there is no question at all in so far as the moral side of the matter relates. The Catholic conscience demands that Catholic children be given moral and religious as well as intellectual training. They cannot secure it in the public school, because that institution, by reason of its very organism, cannot give instruction in Christian or any other religious doctrine. It is impossible to enunciate a single religious truth, Christian or non-Christian, in the public school, without violating at least the spirit of the law of the land, without offending some section of the people who support that school. The public school system, the whole make-up of our country, simply makes religious instruction an impossibility therein. So the parochial school is the Catholic's only solution. There is no question in his mind as to the absolute necessity of religious training for the young. The child's eternal welfare demands it. Neither the Sunday-school nor the home can adequately provide it. It must be in the atmosphere, and in the parochial school alone can it be secured in the full and desired measure. So that

But, as we have said, some plan may yet be evolved is settled.

whereby the burden of providing schools may be lightened. That is assuredly a heavy burden now. There are today nearly two million children in the parish schools and Catholic academies and colleges of the United States. American Catholics are spending over twenty-five million dollars a year for the sake of the education they cherish. It is indeed a heavy burden.

Can it be lightened? Well, if this is ever to be accomplished, we must first achieve a complete mutual understanding of the problem, we Catholics and our non-Catholic neighbors. Catholics and Protestants must together learn all the intricacies of the question, all the virtues of their various and opposing arguments. Protestants must learn that it is not unpatriotic, that it is not treasonable, for Catholics to desire and demand better facilities for their children than the public schools can possibly, in the nature of affairs, afford. And Catholics must recognize and remember that the religious division among their non-Catholic friends is inherent and sincere, and that it finds its logical, its only possible expression in the strictly non-sectarian public school. Protestants must learn that it is not with the intellectual training of the public schools that Catholics quarrel, nor with the teachers of those schools. No doubt at all that, as far as secular education goes, the public schools give the very best; and their teachers are honorable men and women—thousands of them good Catholics. These points are not in dispute. The public school, says the American Catholic citizen, is good, as far as it goes; but it does not, it cannot, go far enough.

"If Americans of all classes are ever to understand each other on this subject," said Very Rev. Dr. Cavanaugh, C.S.C., of Notre Dame University, in one of his addresses to the Indiana Teachers' Association, "all unnecessary irritation must be carefully avoided. Our Catholic people must cease to use such expressions as 'the godless public schools,' (all praise to Dr. Cavanaugh for that!) and they must deny themselves lurid tirades against an imaginary condition of morals and discipline. If all of us who have the blessed work of education to do would show ourselves more largely sympathetic, more broad-minded and cosmopolitan, the solution of the problems which torment our

(Continued on Page 220)

A Great Commercial Concern as an Educational Force.

America must feed the world! The war in Europe will be won on the farms of America! Increase the acreage! Improve the yield! Conserve the product!

This gospel of preparedness now being preached with such deserved fervor is merely a new version of the gospel of improvement promulgated for years by the great International Harvester Company, through their agricultural Extension Department, of which Professor Perry G. Holden, famous agricultural educator is Director.

This department has done a wonderful work in the past few years, and probably no one private agency has done so much in sowing the seed of improved and intensified agriculture which is now to bear fruit in the time of need. Through its methods it has amplified and emphasized the old saying of "making two blades of grass grow where one grew before," into making a dozen ears of corn grow where there were none before. It has done this through the aid of charts, lantern slides, lectures and actual demonstrations, and at an expense to itself which has been enormous. In doing this it has not waited for an appeal from the people, but has through wide publicity and advertising made known its willingness to help, and has urged the country to take advantage of the opportunities offered.

A visit to the Extension Department of the I. H. C. was a revelation to the writer. He found it to be a veritable power house of enthusiasm. Everyone connected with it was an expert in the line assigned; they were not mere employees working for salaries, but inspired apostles of improvement in the field of agriculture and community betterment. They were not salesmen with goods to exhibit and exploit. There was nothing to sell in this huge department, occupying large space in the great Harvester Building. There were ideas and ideals in plenty, ready-made and ready to send out over the country wherever there was demand, but not for a price, except the regard that comes in the form of consciousness of worthy service.

Their creed, as stated by themselves, is: "The sole object of the Agricultural Extension Department of the International Harvester Company is to help you make your work more effective. It is not a matter of making money out of charts, slides, booklets, or any other material prepared and published by the Department. The Extension Department was not organized to make sales, but we do want to work with people who are in earnest, who really want to do something worth while."

How do they do it? The visual method of education is used. They have compiled and published in the form of lectures, charts and lantern slides the results of the most practical experiments and investigations conducted in America for the past twenty-five years with soil, crops, live stock, seed, insects, plant diseases, home economics and many other subjects which directly concern the farm, the community and the home.

What has been done with these? Thousands of meetings have been held throughout the country at which these charts and slides have been exhibited and these lectures given. Every state in the Union has had more or less of these meetings.

While commercial bodies, boards of trade, granges, community clubs and other agencies have co-operated in all this propaganda, it is through the school organization that the larger part has been carried on. The village and rural school, the district or county superintendent, or the progressive local teacher offers a medium for the greatest cultivation of the project. We have seen maps showing how county school superintendents have arranged for the use of the equipment in a regular circuit in every school under their control. Smaller territory has been covered by the same system. There is nothing which brings the school and its teaching into closer and more practical co-operation with the community than does this sort of work. The material furnished by the I. H. C. is of the highest educational value. It puts agricultural teaching on a high plane and makes it of vast importance, but equally valuable are the demonstrations in other lines of education. The school itself is magnified, the importance of education which shall lead to practical efficiency in life is emphasized, the causes of defection from school are set forth and remedies suggested, sanitation and hygiene are taught, home improvements are indicated, and all that goes for community betterment is covered in the work of the Agricultural Extension Department of the Harvester Company.

(Continued on Page 220)

GENERAL NEWS NOTES.

St. Mary's Training School for Boys and the Chicago Industrial School for Girls, both situated at Desplaines, Ill., and under the charge of the Sisters of Mercy, have been given an A Number One rating by the state agent for Illinois.

The President of Hobart College, the Rev. Lyman P. Powell, D. D., is making a trip through England and France in order to study the effect of the war upon the universities and colleges of those lands as well as upon American college life.

The Rt. Rev. P. J. Garrigan, D. D., Bishop of Sioux City, Ia., presented to all the Catholic soldiers at Camp Eaton a card bearing the following message in the Bishop's handwriting: "God bless and protect our American soldier boys. May they honor their country by patriotic service. May they honor their God by virtuous, manly lives."

The board of regents of the University of Minnesota ratified by unanimous vote the permanent agreement making the Mayo foundation at Rochester the absolute property of the university, to be used perpetually for higher medical education, research, and investigation. Securities totaling \$1,650,344, representing the fortunes of Drs. Will J. and Charles H. Mayo, were turned over to the university.

Msr. Charles A. O'Hern, who, it is reported, automatically will become rector of the American College at Rome as a result of the death of Msr. Thomas F. Kennedy, is a product of Chicago. Dr. O'Hern, who is 36 years old, was reared in the stockyards district and was a protege of the late Rev. Maurice J. Dorney, former pastor of St. Gabriel's Church. Under the latter's tutelage he pursued his studies at St. Gabriel's Parochial school, later entering St. Ignatius College. In 1916 he was appointed by Pope Benedict as vice rector of the North American College.

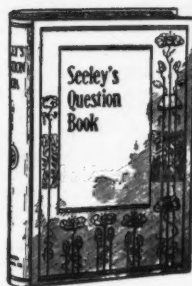
The term of study at St. Joseph's hospital, Denver, the largest of the western Catholic training schools, opened September 4, with an enrollment of eighty student nurses. A new feature of the work will be the illustration by means of a balopticon, a picture projecting machine, of practically all lectures. The doctors will be able to use pictures of any kind and even specimens themselves in the machine for illustration on the screen. The balopticon has been tested and works perfectly. The young ladies are also to have the advantage of instruction from an expert dietician.

This year is the centenary year of the first arrival in New York of the Emmitsburg Sisters of Charity.

John D. Ryan of New York has given the debt fund of the Sisters' College, Catholic University, \$1,000.

Twenty-one Brothers were admitted to the religious profession at St. Joseph's Novitiate, Metuchen, N. J., on August 15.

Books Every Teacher Should Have



Seeley's Question Book

Prepared Especially for Teachers, by DR. LEVI SEELEY, Professor of Pedagogy in the New Jersey State Normal School, Trenton, N. J., whose name is familiar to teachers generally as the author of "History of Education," "Foundations of Education," "A New School Management," etc., assisted by Miss Nellie G. Petticrew, a teacher of many years' successful experience in the Piqua, Ohio, Schools, and joint author of "Every Day Plans."

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The Above Topics Are Treated: **1. FIRST.** By introductory articles by Professor Seeley, exhaustively treating methods of studying and teaching the various subjects. This invaluable feature is found in no other Question Book and stamps Seeley's as being the only Pedagogical Question Book published.

2. SECOND. By Questions covering every conceivable phase of each subject. **3. THIRD.** By exhaustive answers to all these questions.

Seeley's Question Book should be in the hands of every progressive teacher. It is invaluable for class and personal reviews, preparing for examinations, etc. Seeley's Question Book has 428 pages, is printed on a fine grade of laid paper, neatly and substantially bound in silk cloth. PRICE \$1.00.

Every Day Plans

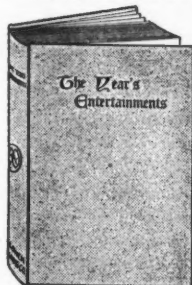
For Teachers of All Grades. By Nellie G. Petticrew and Nellie McCabe, of the Piqua, Ohio, Public Schools. Every Day Plans is a set of three volumes, totaling 476 pages, bound in limp cloth covers. Price \$1.00 per set.

These Plan Books have been written and arranged by teachers for teachers to supply such material as educational journals do not find it possible to furnish because of the varied field which they must cover. They contain such matter as the teacher needs in her every day work to make her lessons bright, fresh and interesting. They bring to hand the things which require much time and research to find and which the teacher is often unable to procure because of lack of necessary books. They glean from the wealth of literature, art, nature study, and kindred subjects the things suited to the season and adapted to pupils of all ages. They tell how to do, what to do, and supply the material with which to do. They contain no theory—nothing but practical, up-to-date material.

A large part of the material is "ready to use" and judging from the words of commendation received, the authors have fully achieved their aim of providing something helpful for every day in the year.

The following are the subjects treated—Music—Nature Study—Language and Literature—Stories of Industry and History—Biographies—Geography—Special Day Programs—Poems and Memory Gems—Stories—Helps in Drawing—Calendars and Blackboard Drawings—Busy Work—Etc.

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Compiled and arranged by INEZ N. McFEE.

The contents of this book are arranged under complete programs for different grades, appropriate to the month or for various Holidays, Birthdays, or other Special Occasions. With these programs as a basis, the book provides a vast amount of Entertainment Material, made up of Recitations, Songs, Music, Dialogues, Tableaux, Memory Gems, with Directions to Teachers, Hints for Decoration, etc. While the arrangement is based on various complete programs, the material can be used in many other ways, either in connection with set programs or otherwise, as desired. It is an ideal book for teachers of rural and elementary schools.

The Index is printed complete and gives in alphabetical arrangement the titles of the more than six hundred selections contained in the book.

Character of Contents. Great care has been exercised that only the choicest and most approved selections should appear in this book, with the result that a rare collection of entertainment material is presented. A large number of selections appear for the first time in a general collection, as they are protected by copyright and could be used only by consent of author or publisher.

No matter what other Entertainment Books you have you need this, yet with this book little else in this line would really be needed, for it aims to and does supply an abundance of material for any occasion.

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A Great Commercial Concern As An Educational Force.

(Continued from Page 218)

As stated several times before, there is no charge for this service. All that the Harvester Company wishes to know is that you have a definite plan by which to use it and that you follow the plan and report results. Here is a wonderful opportunity for teachers to secure the proper material for their schools, for superintendents to benefit the citizenship of a district or county and by co-operating with the agencies here freely offered, carry on the work which will tend to improve the social, physical and financial standards of the people among whom they work.

These are strenuous, trying days. Every nerve is strained to the utmost, and every instrumentality should be used which will contribute to the great problems which are now confronting us. The seed sown in the past is bearing fruit, and the greater needs of the future will be best conserved and satisfied by the intelligent, thoughtful, far-seeing efforts which are put forth to-day. It is not a temporary condition which we are facing, nor a transient improvement which is being sought. The Agricultural Extension Department of this great manufacturing company is, in all of its work, looking to the future for the full benefit of its methods, but the needs of the present hour makes this lesson more impressive and for that reason we have chosen it as our text.

THINGS FOR US TO LEARN.

(Continued from Page 218)

minds would be considerably hastened and a general spirit of sweet reasonableness would replace the spirit of acrid and passionate controversy."

So far as we Catholics are concerned, then, let us remember that we have nothing to gain, and virtue and honor itself to lose, by regarding or attacking the public schools with bitterness or animosity. To do that is foolishness. Let us rather go on sincerely with our own work, making sacrifices, it is true but never sacrificing our conscience, mindful of that great mark of modern progress which Dr. Cavanaugh noted in another part of his address above quoted:

"People no longer feel obliged to hate one another for the love of God."

THE RECITATION.

(Continued from Page 215)

where the Author of all knowledge first hid it. Such, then, is the value and importance of the recitation conducted by the true, progressive teacher, the master of mind, matter and method. At such a master's feet the learner acquires length, breadth and depth of his faculties, facility and precision of speech, wisdom, knowledge, power, skill, uplift of heart and soul, making him an honor and a credit to himself, his country and his Creator.

The Sisters of Charity.

A Tribute.

Nowhere is solicitude more perfect, unceasing care more tender and trustworthy, than in the abodes of the daughters of St. Vincent, ever mindful of the great founder's admonition: "You shall have no other convents but the houses of the poor, no other cloisters but the streets of towns, and the wards of hospitals; no other enclosure but obedience, no other veil than a holy modesty," a simplicity of abnegation and rule preserved intact for three hundred years.

Founded, during the wars of the Fronde, to relieve the resultant misery, it would seem that the heroism of the order has shone brightest amid the horror and smoke of battle.

A favorite expression of Gen. Ben. F. Butler in regard to them was: "Angels of mercy, and daughters of God." During the civil war he wrote:

"No one can appreciate more fully than myself, the holy, self-sacrificing labors of the Sisters of Charity. To them our soldiers are deeply indebted for the kindest offices. Sisters of all mankind, they know no nation, no kindred, neither war nor peace. Their all-pervading charity is like the boundless love of Him who died for all."

The following from an officer of the U. S. army in the late Spanish-American war:

"If ever I should change my religion, I certainly should become a catholic. A creed which has the inherent power to make such nurses for a field hospital, as the Sisters of Charity have proved to be, guided wholly by sense of duty, cannot be as bad as I always thought it was. Good God! what a difference between them and other nurses in so many essential details."

RURAL SCHOOL COMMUNITY WORK

Miss Amelia Willum, County School Supervisor

As rural community work is now before the people and is being agitated more than any other phase of the rural school problem—especially is this true in this state of Tennessee—I have decided to give a little of my experience in this line of work. It may perhaps help some rural teachers who, as a class, are overburdened and have many problems to solve.

In July, 1916, I was elected county school supervisor of a rough hilly county in the state of Tennessee. This county had no railroad and was almost innocent of good dirt roads. There were two fairly good pikes leading to the country seats of two adjoining counties and a few passable dirt roads, but the majority were anything but boulevards.

Before going to this county to take up the work, I called on one of the state authorities for final instructions. It must be remembered that the state paid half of my salary and the county the other half, thus making me responsible to two sets of officers. The state authority in question desired me to always let the teachers know in advance when I would visit their schools so the patrons could be invited to come out and meet me in the afternoon. It would then be my duty to address them along the lines of community work and organize Parent-Teachers' Associations wherever practical. Said he, "If we ever intend to do anything we must get the ladies to work." I could agree with him in this, but I must confess I had small faith in the undertaking. The splendid work of Parent-Teachers' Associations in towns and cities was well known to me, but how different from the little one room rural school far removed from a railroad and a center of population, I didn't see how it could or would succeed. However, I resolved to try, and try I did. Moreover, I succeeded beyond my wildest dreams.

Life's pathway is not all paved with roses, but very often the thorns are in evidence, and so I found it in supervising country schools, where such a thing had never been heard of before. I endeavored to pursue the policy of being wise as a serpent and harmless as a dove. In other words, I kept my own counsel and worked hard. On the whole, the work was pleasant and I enjoyed it very much. My greatest difficulty lay in getting around over the county. Autos could run on few of the roads and my salary was not sufficient to hire conveyances to any great extent. Sometimes the teachers would take me out to their schools and sometimes the people would help me in the same way. Again I would hire myself conveyed to a certain school and the patrons would send me to the next school, for which I paid them a small amount. Of course my duties as supervisor were many and various, but in this article I shall confine my remarks to the community phase.

As requested by the state superintendent, I nearly always let the teachers know in advance when I would visit their schools. As a result sometimes a large number of patrons would respond and sometimes only a few would be present. This never discouraged me, however; in fact I seemed to forget what that word meant while in the county. I found that in the long run the clubs that were organized with a large membership did not do any better than those which had only a few members in the beginning. The latter seemed to work harder to secure new members and what they lacked in numbers they made up in enthusiasm. Before organizing a club I always talked to them for some time about the work, urging them to love their school and community and to work together for their benefit, to have self-confidence

and not to be discouraged easily, to learn to seize their opportunities which were so great. I endeavored to show them that rural women, especially, needed this work to relieve somewhat their hum-drum duties, being careful always to let them know I believed in work but that some outside interest was necessary for their better development. I sometimes quoted the old saying, "All work and no play makes Jack a dull boy." In appealing to the material side they were shown wherein land was more valuable in a lively community, where a good school is maintained, than in a dull community with a poor school. All points were illustrated with concrete examples. I also told them of the good accomplished by these clubs in the communities of large schools where I had taught, assuring them that what they could do for their communities on a small scale, necessarily, would be just as great as what the mothers had done in the more populous communities. To clinch the point they were reminded of the poor widow who cast in her mite. It was a pleasure to talk to them, as they were so interested and gave such good attention. Living so far out in the country many of them had few opportunities to attend any kind of gathering and less opportunities to read, because of the lack of books.

As a general thing they were so enthusiastic over the work that the clubs were no trouble to organize and the officers easily secured, but in two or three places I had some trouble in securing a president. None wanted the honor because they were afraid they would fail, as it was all so new to them. Never before this time had Parent-Teachers' Associations been organized in the county and it was such a departure from the old order of things, however, the people liked it. After the officers were elected it was found to be a good plan to put as many of those who remained on the program committee as possible, thereby giving them something to do, which always helps to keep up the interest. After a club was organized it went to work and, considering the circumstances under which they labored, the good they accomplished was almost marvelous.

At their second meeting, generally two weeks after the organization, they, as a rule, decided on some kind of entertainment to be given in the near future. Many of the clubs gave a box supper with other features added, some plays with the members taking the leading parts, others gave ice cream suppers and served dinners to public gatherings, while still others delighted the community with concerts and various kinds of social affairs. Not only did these various entertainments serve to give pleasure to the people of the different communities, but always a neat sum was realized. With this money one club painted their school building, another bought a piano for their school and others put in libraries, which were a great benefit to all the surrounding country. In this county nearly half the schools had no desks of any kind, the pupils being compelled to sit all day on long benches which had every appearance of having done service in the ark. When organizing a club in schools with the long benches, I always advised them to use the first money they made to purchase new patent desks. My advice was taken.

In about three months the clubs in the county had made \$1,000 to use in beautifying the school buildings and grounds in their respective communities. The monetary value was nothing, however, to compare with the school spirit created, the pleasure given, the confidence inspired and the great lesson taught of being able to work together in unison. They did more to create a school spirit than all the other school agencies combined.

In 1916 there was not a high school in the county and only two schools having as many as three teachers. They now have three high schools, one of which employs six teachers, and the other two, four teachers each.

DRAWING AND MANUAL ARTS

Miss Grace M. Baker, Director of Art, State Normal School, Whitewater, Wis.

HALLOWEEN COSTUMES

The costumes suggested have furnished much amusement at a Halloween party.

Figure I is made by draping a sheet over the body belting it in at the waist line. For the face use a piece of thick orange paper or cambric and draw the features with black crayon or brush and ink. Sometimes the head dress is tied to a stick which extends above the head and is held inside the drape to make a very tall figure. Pupils enjoy watching this tall form bow above their heads.

Costume II is most effective in black, using stockings over the shoes and gloves, having the fingers turned, on the hands. A stuffed hose or tube of cambric makes a characteristic tail. The head dress is made of cambric cut double and large enough to pull over one's head. The two pieces are sewed at the edge and the features then drawn with white chalk or paint. Use bright green for the eyes. Those who have worn this costume think it "heaps of fun" to be a cat at a party. The card may be hectographed for the pupils to

color. A rich orange pumpkin color combines well with brown or green for the brownie's clothing.

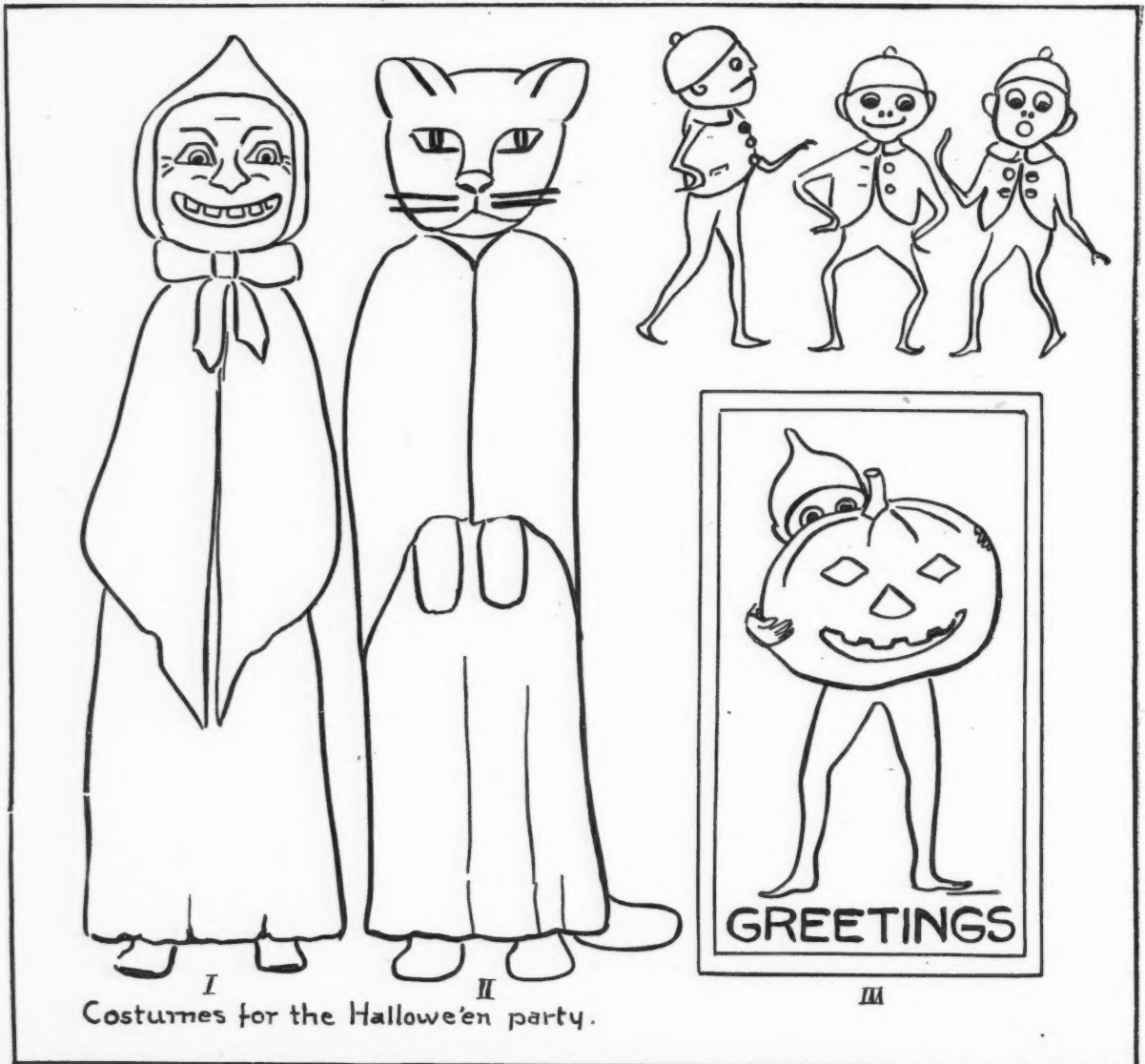
The pupils will enjoy drawing funny little brownies in action, using various bright color combinations for cap, coat and trousers; blue cap and coat with orange trousers; red cap and trousers with a green coat.

MAKING TOYS

The toys suggested on the next page are intended for the coping saw. However, they may be made from thick strawboard and covered with colored construction paper.

Basswood three-sixteenths of an inch thick is best for this work. Outline the form by tracing it upon the wood. Lay the wood flat on the edge of a bench or over a V-shape of heavy board held in a vise. Hold the saw vertically and follow the lines. Saw slowly up and down with no forward movement at the turns. A coping saw frame and blade cost about twenty cents at any hardware store or school supply house.

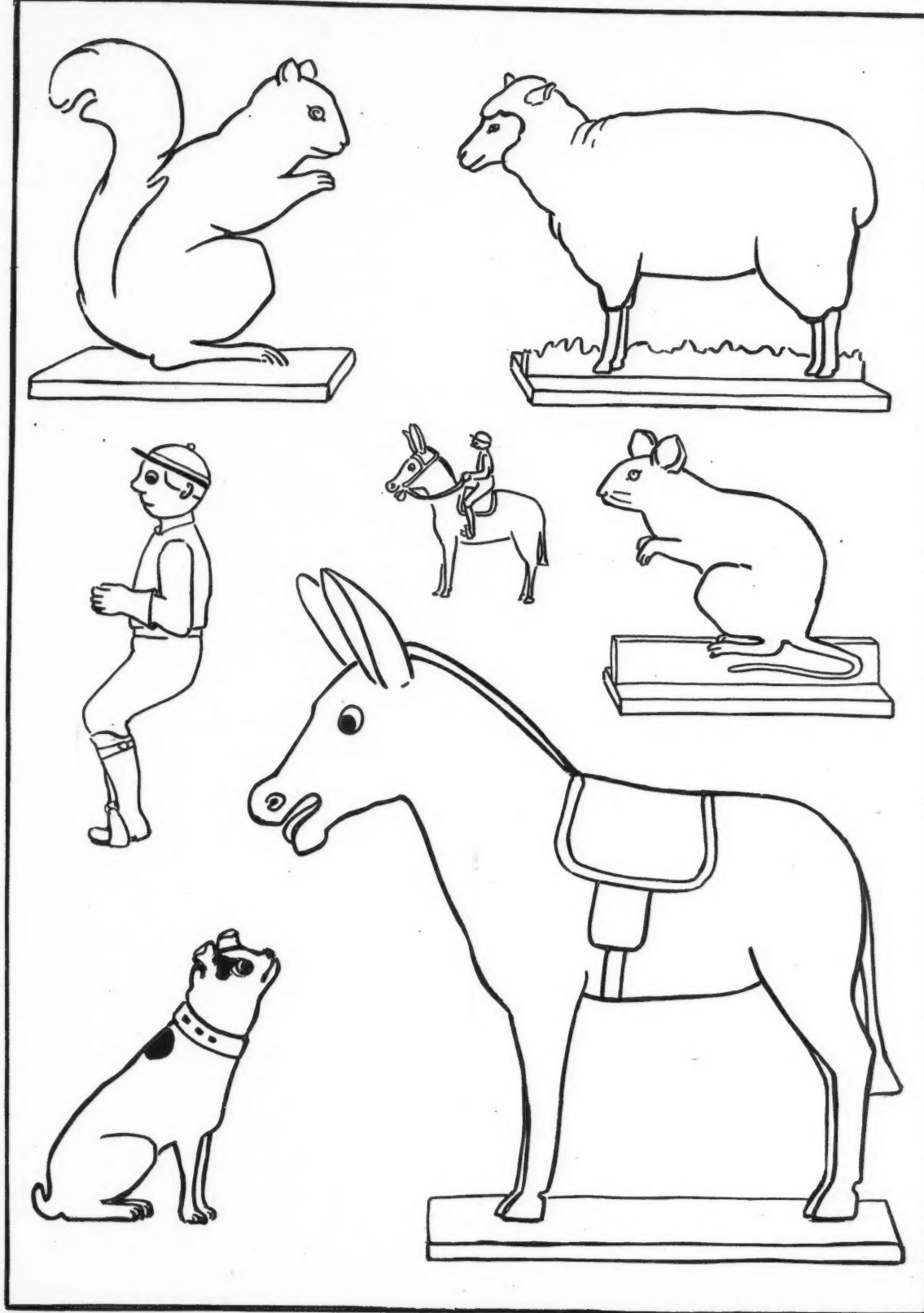
Paint the forms in attractive colors, using enamel paints, oil paints or water colors, thickened with Chi-



nese white. Varnish will add luster if put on when the water color is thoroly dry.

Glue the animal forms to a wooden base, placing them on the surface or inserting the form in a shallow groove. Another simple way of fastening them to the

base is to place them between two flat pieces of wood which rest on top of the base. The rider may be made from double strawboard glued together from the waist up, or it may be made from three thicknesses of wood, the middle one being cut off at the waist.



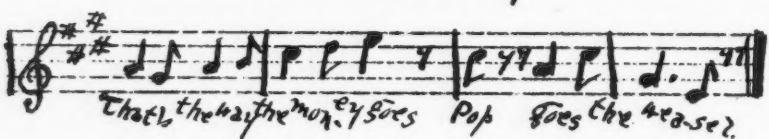
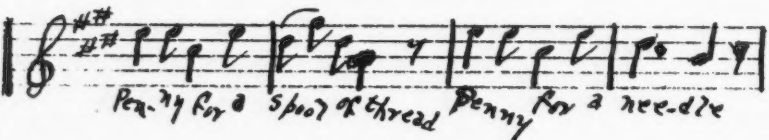
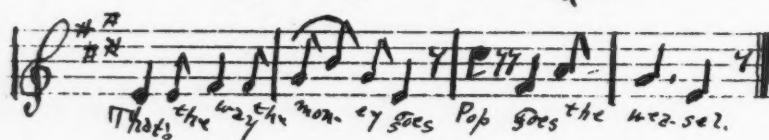
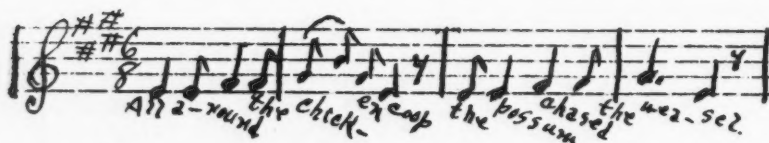
DRILLS, GAMES AND EXERCISES FOR SCHOOL ROOM AND PLAYGROUND

FOLK DANCE GAMES

May Ermentrout Smith, Physical Director, Chicago
The material one can find for all kinds and forms of exercise from folk dance or folk game (for they are nothing but games put to music) is unlimited.

GAME—"ALL AROUND THE CHICKEN COOP"
(Music: "Pop Goes the Weasel")

All around the Chicken Coop.



I.
All around the chicken coop
The 'possum chased the weasel;
That's the way the money goes,
Pop goes the weasel.

II.
Penny for a spool of thread,
Penny for a needle;
That's the way the money goes,
Pop goes the weasel.

Formation—Single open circle, each pupil holding out right hand, palm up. Any number of pupils.

One pupil in center.

Story—A little girl is lonely and wants some one to play with, so she skips around inside of the circle (left foot toward center), looking at the other children choosing a playmate, all singing.

On the word "pop" she pats the hand of a boy nearest her, and both bob their heads on the words "goes the weasel." This is her invitation to come and play, also his acceptance of the invitation. These two are now partners.

The singing continues, "Penny for a spool of thread," etc., and the partners skip around the inside of the circle, the boy being nearest the outstretched hand. He, not being satisfied with one playmate, wishes another to join in the game, so on the word "pop" he pats a little girl's palm and the three immediately form a small circle of their own, all three bobbing to the words "goes the

weasel," this again being the invitation and acceptance.

The first stanza is repeated and the three playmates skip around inside the large circle, having a good time with each other; now on the word "pop" the partners swing the last little girl under the arch formed by their two hands, the story being that they are tired of their new playmate, and during the singing of the second stanza, "Penny for a spool of thread," etc., the partners joining inside hands, skip away, followed by their new playmate, as if wishing to continue playing. On the word "pop" the partners relent, skipping away and stop, holding up their joined hands, forming an arch; the new playmate skips under the arch and away from them, going to the center refusing to accept their advances. The partners being ignored skip to their own places in the circle, but stand about two paces to the rear as they have had their turn, and their part in the game from now on is to help with the singing.

The little girl who skipped to the center away from the partners begins the game and chooses a partner for herself, continuing the game as before.

Summary:

First stanza—One pupil.

Second stanza—Two pupils.

First stanza—Three pupils.

Second stanza—Two pupils, followed by one.

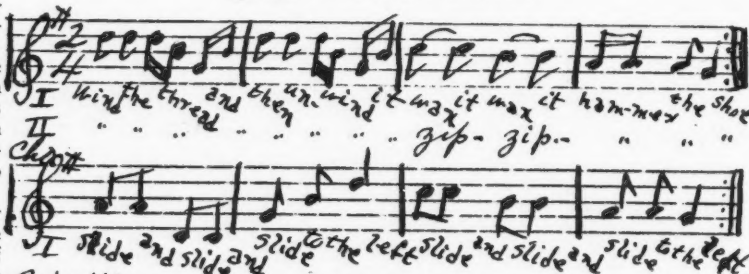
After the game is thoroly learned, two pupils can start the game, each working independently of the other. If there are girls and boys, have one girl and one boy start the game; then there will always be a girl and a boy popped under the arch to renew the game.

In a large circle four can begin at one time, making the game more interesting.

This game has been played and enjoyed by pupils from first to eighth grade.

This game can also be played in the schoolroom, leader skipping up and down the aisles until partner is chosen, then skipping around room in twos, choosing the third in the first or last rows, or in a front or rear

Shoemaker Game



seat; thus having room for their play in threes, skipping around room in the twos, followed by one, the twos (partners) then skipping to own seats, and the third beginning the game over again.

SHOEMAKER GAME

- I. Wind the thread and then unwind it.
Wax it—wax it—hammer the shoe.

Repeat.

Chorus I—

- Slide and—slide and—slide to the left.
Slide and—slide and—slide to the left.

(Repeat with right instead of left.)

- II. Use "zip" instead of "wax it."



Fig. 1—All Around the Chicken Coop

Chorus—The same.

- III. Wind the bobbin, then unwind it,
Smooth the thread—hammer the shoe.
Here's a shoe, and here's another,
Have you any more to mend?



Fig. 2—All Around the Chicken Coop

Chorus—Use syllable "Loo" thruout.
Formation—Single circle facing center.

- I. "Wind the thread."

With fists closed revolve hands around each other toward body with the rhythm of the music.

"Then unwind it."



Fig. 1—Shoemaker Game

Revolve in opposite direction.

"Wax it—wax it."

Jerk elbows back over raised right knee (when repeated raise the left knee).

"Hammer the shoe."

One fist strike the other three times. (Do not count, use the rhythm of the music.)

Chorus. Join hands and with the words of the chorus slide to left, then to the right.

Stanza II. Position—Partners face each other, same as I, but use the word "zip" instead of "wax it."

Chorus II. Partners take hold of both hands and do in small circle of their own what was done in large circle.

Stanza III. "Wind the bobbin . . . hammer the shoe."



Fig. 2—Shoemaker Game

Same as I and II, but on the repetition use "Here's a shoe." (Point to own right shoe.)

"And here's another." (Point to own left shoe.)

"Have you any more to mend?" (Hold out hands to partner as if asking.)

Chorus III. Each pupil individually dances to the rhythm of the music (as shown in picture 3).

Teacher may illustrate if she wishes, but it is to be the pupils' own work.



Fig. 3—Shoemaker Game

Summary:

I. Large group of pupils using words "wax it."

II. Partners use word "zip."

III. Individual use "smooth the thread."

The first part of the "Shoemaker Game" is the way it is printed in most books, but after giving a great amount of time to the teaching of a folk dance there seemed so little to show for the work and time consumed so I always add one or more parts, varying the

(Continued on page 226)

PICTURE STUDY

By the Editor

MILKING-TIME—JULIEN DUPRE

The artist who painted the picture entitled "Milking Time" is of French birth and training. In France he has lived all his life, and the scenes he has painted are those common to his native country. His work abounds in views of peasant life. Among these are several pictures in which the cow is the chief object of interest. Perhaps no other animal in all the world is so useful in supplying the wants of mankind as the cow. In this picture the artist has painted her in quiet, peaceful mood with pleasant home surroundings. She is standing patiently while the young woman milks the brimful pail of rich milk which the cow has to give as a part of her service to the family.

The surroundings of this milking-time scene appear to be those of a well-to-do household in a peasant village in France. It is not easy to tell whether the artist has intended this for morning time or evening time. The lights and the shadows in the picture tell us, however, that the sun is shining and we may assume that it is morning time. The scene is in the yard or court between the house and the barn. We can see what appears to be a high wall about the yard with an archway opening leading to a door in the home. In the archway stands a woman who is perhaps the madam of the household who is viewing the young woman who is performing the task of milking the cow. Nearby is a tub which probably sits by a pump or open well not shown in the picture. It is a pleasant scene in peasant life. It is a well kept place as shown by its surroundings, and the artist has skilfully used the effects of light and shade to bring out the beauty of the scene. The cow appears to be white in color with a few small splotches of dark color here and there on her shoulder and side. The cow has on her head a halter by which she has probably been tied up in the barn, but she stands by the milkmaid quietly and patiently without being tied fast. She has probably had her morning feed and has drunk from the tub at the pump or well. She gives a good quantity of milk as we can see the pail is nearly brimful. After the cow is milked she will probably be turned out into a pasture lot where she will feed upon the fresh green grass. We know well that it is summer time by the evidence of the full foliage upon the shrubbery in the lot along the wall.

The cow is the children's friend, and her milk is an important article of food for children. Perhaps one or more little children are waiting within the house for a drink of fresh, warm milk which will soon be ready for them, when the milking is finished. The artist has done a good work in presenting such a pleasing picture for our enjoyment.

QUESTIONS FOR STUDY

- What is the center of interest in this picture?
- Beside the cow what is the next picture that attracts our attention?
- What is the young woman doing?
- What is the title of the picture?
- Is there any action or motion conveyed to us by the picture?
- Why do you think the cow is gentle?
- Must she be tied fast while the young woman is milking?
- What do you see in the pail under the cow?
- What do you think of the quantity of milk she has given?
- Did you ever see any one milk a cow?
- What else do you see in the picture besides the cow, the maid and the pail?
- Are these objects near or at a distance?

- What is the background of this picture?
- Do you think the artist who painted this picture is fond of cows?
- Why do you think so?
- What do you think is the color of the cow?
- What does the milkmaid wear on her head?
- What article of dress does she wear to protect her dress skirt?
- How many times a day is it customary to milk a cow?
- At what time in the day is milking time?
- Is the scene of this picture in our country or in some foreign land?
- Do you think the picture is natural considering the surroundings of a prosperous country home in France?
- Of what country is the artist a native?

THE ARTIST

Julien Dupre, a French landscape and figure painter, was born in Paris, France, March 17, 1851. He studied under Pils. Henri Lehmann, and Langee. He received second class medals from the salon of 1881, and the Paris Exposition of 1889, was made a member of the Legion of Honor in 1892, and received a medal from the Centennial Exposition in Philadelphia in 1876. He is noted for his paintings of animals, especially of cows, and for his fresh, brilliant landscapes. His pictures depict peasant life and are painted with frank, simple methods of style, and are strong in individuality and the portrayal of animated action. He is an exceptionally good draughtsman, and a careful observer of nature. Among his pictures, besides the one here published, are "The Haymakers," "The Haymakers' Rest," "The Escaped Cow," in the Luxembourg Gallery, Paris; "The Pasture," in the Museum at St. Louis, Missouri; "A Balloon" and "Where There's a Will, There's a Way." The latter represents a struggle between a cow and her owners over the question, "Shall she go into the stable or shall she stop where she is?"

M. Dupre has a studio in Paris. Many of his pictures are popular and have been the subject of much discussion and appreciative comment.

FOLK DANCE GAMES

(Continued from page 225)

stanzas as I call the first part and repeating the second part, or chorus, or vice versa.

ACTIVITIES

All our glorious fall weather with the harvesting,
Let us take the gathering of apples.

First—Our tramp to the woods, feeling the rustle of leaves underneath our feet. (Two to four lines of music in march time may be hummed to this.)

Second—The tilting back of head to look up into the trees for the apples, then the forward bending to look on the ground. (Two to four lines of music hummed.)

Third—The reaching and jumping for apples over one's head. (Two to four lines of music.)

Fourth—Gathering of apples on the ground and putting in a basket. (Two to four lines of music.)

Fifth—Clearing of one's lungs in the open air and long, deep breaths in the open air. (Two to four lines of music.)

Sixth—Returning home. (Two to four lines of music.)

The adding of pie making, also the eating of apples, getting in a lesson on good manners in eating.

There is such a wealth of material in this activity work given in a conversational or musical way.

By Julien Dupre

MILKING TIME



The Catholic School Journal

BIRD STUDY FOR OCTOBER

THE PURPLE FINCH

Mabel Osgood Wright in Audubon Leaflet

The family of Sparrows and Finches, like that of the Warblers, Blackbirds and Orioles, offers such an infinite variety of species and disports so many contradictory



Purple Finch

(Upper figure, male; lower figure, female)

fashions in the cut of beaks and tinting of plumage that when we have even a bowing acquaintance with it we feel that we have really entered the realm of bird knowledge.

His Family

In addition to its rarity the family of Finches and Sparrows is the largest of all bird families, numbering some five hundred and fifty species, that inhabit all parts of the world except Australia.

The one point that binds them together which the untrained may discover is the stout bill, conical in shape, with great power for seed-crushing. For, first and last, all of the tribe are seed-eaters, and tho in the nesting season much animal food is eaten by adults as well as fed to the young, and tree-buds and fruits are also relished, the tribe of Finches and Sparrows can live well upon seeds—seeds of weeds, the seeds concealed between the scales of pine-cones and the pulp-enveloped seeds of wild fruits that are called berries.

This ability to pick a living at any season of the year that the seeded weeds of waste fields and roadsides are uncovered makes what are called "permanent residents" of many species of Sparrows, and causes them, when they migrate, to still keep to a more restricted circle than their insect-eating brethren. Also, alas! this seed-eating quality, coupled with beauty of plumage and voice, has made them favorite cage-birds the world over. Happily, freedom has now come to them in this country, together with all our birds, and as far as the law may protect them they are safe, tho the latest reports say that small consignments of Mockingbirds and Cardinals are still smuggled over seas by way of Hamburg.

Run over the list of prominent members of the family of Finches and Sparrows. Call them by memory if

you can; if not, take a book and look them up.

The Sparrows are clad in shades of brown more or less streaked, and their dull colors protect them amid the grasses in which they feed and lodge. The birds of brighter plumage are obliged to look out for themselves, as it were, and keep nearer the sky, where their colors are lost in the blaze of light.

Colors of Finches

First to be remembered are the birds that wear more or less red—the Cardinal, the Rose-breasted Grosbeak, the Redpolls, Crossbills, the Pine Grosbeak and the Purple Finch (who is no more purple than he is blue or yellow).

Then come three birds who would seem original and striking in any family—the Indigo Bunting, the southern Blue Grosbeak and the beautiful Painted Bunting or Nonpareil, gay in blue, gold, red and green plumes.

Red and blue—then yellow must follow as a natural sequence, to complete the primary colors. It is a fact, in the floral kingdom, that the three primary colors never exist naturally without artificial hybridization in one family; thus there are red and yellow roses, but no blue; red and blue verbenas, but no yellow, and so on.

In the Sparrow family, however, we have the three primary colors in all their purity—the American Goldfinch clad in pure gold and the Dickcissel of the yellow breast, together with the yellow wing and tail marks of the Pine Siskin, supplying the third color. The Towhee Bunting stands alone, a blending of brilliant black above, white below, with chestnut sides and red eyes. The Chippy, Song and Field Sparrows are typical of the color-protective family type. The white outer tail quills are an index to the Vesper Sparrow; the same white quills and a white vest name the Slate-colored Junco. The White-throated Sparrow has his name plainly printed under his beak, and the White-crowned Sparrow writes his in his white head-stripe, while the rusty brown Fox Sparrow is known both by size and color.

The Purple Finch

The Purple Finch, which, as I have said, is not purple, but, when in full plumage, washed with a rich raspberry-red, deepest on breast, crown and rump, light breast, brownish back, wings and tail, is one of the notable members of the family. Its bill is heavy and round, approaching in size those of the Grosbeaks, while in body it ranks with song and House Sparrows. Besides having a heavy bill that suggests the Grosbeak, it has a way of bristling the feathers of its crown that sometimes gives it the aggressive mien of the Cardinal; while its clinking callnote and way of flying in scattered flocks, and the fact that it is with us in winter, cause it to be sometimes mistaken in the distance for one of the Crossbills.

One would think that, with its rich coloring and the fact that it is a winter resident in many parts of its range, this finch would be a well-known bird; yet many people who have a fair knowledge of our common birds do not seem to know it. Perhaps this is because the females and immature birds, wearing gray and brown stripes, look so very much like their Sparrow kin that the rosy-vested bird that sings in the trees, where his colors cannot be seen unless you are directly under him, escapes unnoticed. The change of the young male Finch from his northern plain garb to the full crimson costume is interesting as it is deliberate, taking two seasons, the rosy flush not appearing until the end of the second year.

His Range

The range of the Purple, or Crimson Finch, as I wish the wise men would agree to call him, is eastern North America. The nesting season is spent from Minnesota and the Middle States northward, and the winter from the borders of the northern States southward to the Gulf. Its choice of a nesting location is very wide, for, like the Catbird, it is equally at home in unfrequented

and brushy woodlands, and on the borders of home gardens where people are constantly present.

His Song

In spite of his unique plumage, it is for his song that this bird has won renown, and it is by his song that he is most readily to be identified. To hear this in its perfection one must listen for it in May and June; for this Finch has not the enduring vocal qualities that endear his cousin, the Song Sparrow, and give us the perpetual hope that we may hear his voice in every month of the year—a hope that is usually fulfilled. The Finches that have wintered with us begin to warble a little in late March, and the same partial song may be heard in October, after the molt; but the song that suddenly bursts into exuberance, rendering him one of our most conspicuous songsters and recalling many notes of the English Chaffinch, belongs to the nesting season.

It is almost impossible to render the song of a bird in syllables so that it appeals to any number of people; for, as bird music is phrased, according to the natural, not the artificial key that we associate with annotation, its translation is a matter of mood, temperament and accord between imagination and ear. To me, when the voice of the Crimson Finch bursts forth in sudden joyousness, it cries, "List to me, list to me, hear me, and

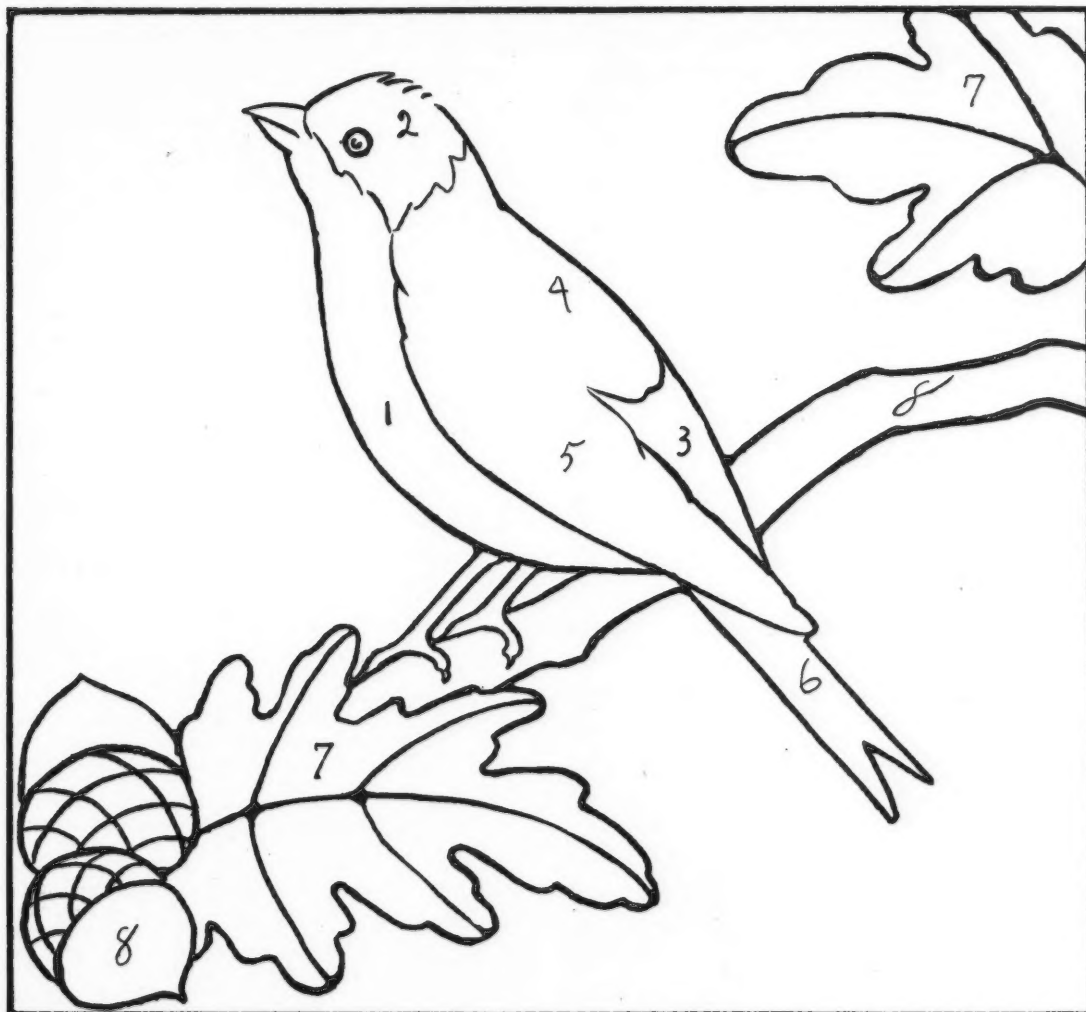
I'll tell you—you, you!" There must be, however, some similarity between these syllables and the song, because more than once, on endeavoring to name a curiously described bird that I suspected might be this Finch, the rapid whispering of these words has completed the clue, by the inquirers exclaiming—"Yes, that is the way the song went." Yet, do the best we can to suggest rhythm of the song, the music of it belongs to the woods and fields, the sky and sun, from which we may not separate it. Forbush says of it: "The song of the male is a sudden, joyous burst of melody, vigorous, but clear and pure, to which no mere word can do justice. When, filled with ecstasy, he mounts in air and hangs with fluttering wings above the tree where sits the one who holds his affection, his efforts far transcend his ordinary tones, and a continuous melody flows forth, until, exhausted with his vocal effort, he sinks to the level of his spouse in the tree-top."

His Food

The Purple Finch, tho like many others, it hunts for succulent food, apple and cherry blossoms in the spring, has a decided economic value; for, the season thru it feeds upon orchard and woodland caterpillars, lice, cankerworms, and when these are out of date it consumes quantities of the seeds of injurious plants, including the noxious ragweed.

OUTLINE DRAWING OF PURPLE FINCH FOR COLORING

By Etta C. Garson



Tracing copies or hektograph copies to be placed in the hands of pupils to be colored according to the following instructions:

The Purple Finch is not purple but is a rich rasp-

berry red deepest on breast (Fig. 1) crown (Fig. 2, and rump (Fig. 3). The back (Fig. 4) wings (Fig. 5), and tail (Fig. 6) brownish red.

Color the oak leaves (Fig. 7) green and the acorns (Fig. 8) brown, and the tree trunk (Fig. 8) brown.

The Catholic School Journal

JAMES WHITCOMB RILEY

Edmund Eitel

(Material for use in the study of the poet, and in Riley Day Program, October 8.)

THE LITTLE BOY WHO THOUGHT OUT THINGS FOR HIMSELF

Who bides his time, and day by day,
Faces defeat full patiently,
And lifts a mirthful roundelay,
However poor his fortunes be,—
He will not fail in any qualm
Of poverty—the paltry dime
It will grow golden in his palm,
Who bides his time.

Once there was a little boy called "Jimmy" Riley, with pale freckled cheeks and pale hair, about the shade of

corn silk; and pale eyes, about the hue of skimmed milk, and he tore so many buttons off his clothes that his mother got tired at last and just pinned him up. And oh my! what fun this little boy always did have all day long, pounding a drum under the window, or playing robbers' cave in the barn or swimming in the old swimmin' hole—sometimes when he should have been in school, too. He was very mischievous, indeed, and fond of any kind of fun except work, which any boys know isn't really fun, no matter "what parents say."

True, he couldn't hoe in the garden without hoeing out the onions, nor could he drive the cow into the back lot without scaring her into the grape arbor and sending her rooting the whole thing down. He just knew how to have fun, and nothing else.

So, of course, it looked pretty bad for him. His father was a stern man and ruled with an iron rod, and one day he told "Jimmy" to mow the lawn. But "Jimmy" didn't know how, and so the father said, under beating brows, "Now, my boy, I must punish you because you are idle and indolent. Go out and get me a switch. And get a good gad while you are about it or I myself will have to come and make the selection for you."

So "Jimmy" went out to the old apple tree with a very long face, and his father turned to his mother and said, "There is no hope for that boy."

"Oh, yes, Reuben," she said with faith, "Jimmy'll turn out all right. Don't whip him."

"Well, it'll not be my fault if he don't," said his father, with a terrible frown. "Let him bring me a good, stout switch."

"Oh, please, don't whip him, Reuben," cried his mother.

"Better spoil the rod than the child," said the father angrily.

Then "Jimmy's" mother went into the next room and hid in a closet with her fingers in her ears. Pretty soon, when she thought it was all over, she came out—and what do you think?

She heard "Jimmy's" father laughing a queer laugh. So, frightened half to death, she went into the next room and saw him looking at a big club which he held in his hand. "Jimmy" had got a good stout switch, all right—so stout it looked like a giant's bludgeon. And when he had brought it up to his father with a grin his father just had to lower his brows and smile. Every boy knows his father can't whip him when he smiles.

There was the kind of boy "Jimmy" Riley was—gay and lively and full of fun and getting out of scraps with a laugh. But his father never quite understood him and always insisted that he conform to rules.

But "Jimmy," tho he was a very little boy, knew better in one thing than his father. Some way he knew that the only thing worth knowing is what you think out for yourself—not



The "Co-operation Kiss," showing little Vera Prather kissing the poet, James Whitcomb Riley, for the children of Cincinnati, Ohio, at a Riley celebration in that city in 1914.

what you learn parrot-fashion, but what you make a part of you thru thinking and thinking about it.

So he loved to sit on the "crick" bank under the trees and wonder about what the bullfrogs were croaking, or what the snake feeders thought when they grit their wings, or about what the turtles were conversing when bubbles rose to the surface, where the old roots were, and, above all, what the breeze whispered to the trees and about what the water in the "crick" was talking.

Everybody said he was an idle dreamer and that he was doing nothing. Why didn't he fish? Why did he never catch any fish? Why did he just prop his old fishing pole up with a rock, fold his arms over his knees and study the water? "Never such a fool young-un yet," everyone said.

But all this time "Jimmy" was thinking and thinking. And finally, when he got old enough, he learned what the frogs, and snake feeders, and turtles, and the breeze, and the "crick" meant with their noises. They were singing. And so he put them into song—into such songs as "The Brook-Song" and "The Old Swimmin'-Hole," for instance. And he set all other memories to music—his visit "Out to Old Aunt Mary's," his joy in "The Circus Parade" or "The Old Band," and he mixed his melody with his boyhood delight and caressed it with the love of all his heart.

Not that he didn't have to work hard to learn how to write poems. "Why, everybody could write," he said, "if he worked as hard as I do." And he did work and work, and he suffered when he failed, and he gritted his teeth the harder until he learned how to do something.

Who bides his time—he tastes the sweet
Of honey in the saltiest tear;
And tho he fares with slowest feet,
Joy runs to meet him, drawing near:
The birds are heralds of his cause;
And, like a never-ending rhyme,
The roadsides bloom in his applause,
Who bides his time.

And so people came to him and honored him. They bought his poetry because he had thought something out for them and expressed it with love and delight for them. He knew why his "old days," "the days gone by," had been a joy. And success always comes to him who has thought things out and who works hard to make something out of his thoughts.

So "Jimmy," just as his mother predicted, did "turn out all right."

When he was thirty-four he published his first book, called "The Old Swimmin'-Hole and 'Leven More Poems." People liked it. So he published another book, then more and more, until he has today published almost seventy-five.

And what's more, everyone reads his poems, and loves them, and all the big colleges—Indiana, Wabash, Pennsylvania and Yale—come to Riley with honorary degrees, and cities honor him with Riley Days, and the State of Indiana itself proclaims a Riley Day.

"But the best thing of all," he says, "is that the children seem to love me so. I value their tributes above all the rest."

Who bides his time, and fevers not
In the hot race that none achieves,
Shall wear cool-wreathen laurel, wrought
With crimson berries in the leaves;
And he shall reign a goodly king,
And sway his hand o'er every clime,
With peace writ on his signet-ring,
Who bides his time.

EVENTS OF JAMES WHITCOMB RILEY'S LIFE

1849—Born October 7th, at Greenfield, in a log cabin weather boarded over.

I have just about decided
It'd keep a town-boy hoppin'
Fer to work all winter, choppin'
Fer a' old fireplace, like I did;

1870—Saw school for the last time and learned how to paint signs.

"Wess," he says, and sort o' grins,
"Art and Poverty is twins.
'F I could draw as you have drew,
Like to jes' swap pens with you."

1871-1877—Traveled over the State as sign-painter and newspaper reporter.

O heart of mine, we shouldn't
Worry so;
What we've missed of calm we couldn't
Have, to know;
What we've met of stormy pain,
And of sorrows driving rain,
We can better meet again,
If it blows.

1877—Printed "Leonainie" as a joke and made a national reputation.

Leonainie—Angels named her;
And they took the light
Of the laughing stars and framed her
In a smile of white,
And they made her hair of gloomy
Midnight, and her eyes of blooming
Moonshine, and they brought her to me
In the solemn night.

1883—Published his first book, "The Old Swimmin'-Hole and 'Leven More Poems."

1887—Won fame reading his poems in the East.
"Honor and fame so becoming to you."

1902—Yale made him Honorary Master of Arts.

1903—Wabash College made him Doctor of Letters.

1904—University of Pennsylvania made him Doctor of Laws.

1911—Elected to American Academy of Arts and Letters.

1912—Awarded the gold medal for poetry by the National Institute of Arts and Letters.

1910—Comes very near death.

Thus, O bed, all gratefully
I would ever sing of thee—
Till the final sleep shall fall
O'er me, and the crickets call
In the grasses where at last
I am indolently cast
Like a play-worn boy at will.
'Tis a Bed befriends me still.

1911—His birthday celebrated in the New York City schools and many parts of the nation, as well as thru-out Indiana, informally.

1912—October 8th, "Riley Day" in his home town of Greenfield.

1913—June 3rd, "Riley Day" at Anderson; October 7th, parade of school children past his home; October 8th, "Riley Day" at Indiana University; November 15th, "Riley Day" at Cincinnati, Ohio.

1915—August 10th, "Riley Day" at Columbus, Ind. Proclamation by Governor Ralston making Riley's birthday a day of celebration thruout Indiana. October 7th, musical festival and dinner.

THE HEALTH OF THE CHILD

State Supt. Laura B. Sanderson, N. D.

The most valuable asset that any child can possess is good health. Without it no individual can live up to his highest ideals physically, mentally, morally or even commercially. He is handicapped in life's race.

The necessity for careful supervision of the health and development of school children is no longer open to argument. In the best towns and cities of the United States the people themselves are demanding such supervision as one of the most vital functions of the public school system.

No school can any longer lay claim to a place in modern educational progress, which ignores or neglects the health conditions of its pupils. A child to be properly educated must have good health.

Good health is the basis of efficiency, happiness, personal attractiveness, length of life, racial vigor. Its absence is marked by weakness, suffering, and unrealized ambition.—School News.

MUSIC IN THE PUBLIC SCHOOLS

IRIS HIBBARD COOK

BREATHING EXERCISES

The first requisites of a good tone are the control of the breath, correct pronunciation and enunciation. Early in the first grade simple breathing exercises should be taught. With the class standing or sitting erect, head up, chest out and feet planted firmly on the floor, ask the children to show you how the waves sound as they break on the beach. Use the syllable "sh" softly, increasing as much as the capacity of small lungs will allow and then decreasing to a whisper.

If the children live far inland and do not know how the waves sound, the teacher may first show them how it is done and then allow them to imitate the waves for themselves. Use only one breath for each wave, vying with one another to see who can make the sound last the longest.

"Play" that a swarm of bees are approaching from a distance, shade the eyes and look for them, watch them as they pass overhead and disappear in the distance, all the time imitating the sound the bees are making with the letters "zz" sung in a monotone. The murmur must be sung softly when we first see the bees, increasing as they pass overhead and decreasing as they pass out of sight. Always give the class as much freedom as possible in keeping with good discipline and you will find they will make the bees very realistic.

With a little story explain to the class that we will now ring the school or church bell and all imitate pulling the bell rope. Reach up high and pull down on the rope vigorously with the words "ding-dong" on the eighth and fifth of the scale. Use the forward head tone and make the sound last. Sometimes the exercise may be varied by asking half of the class to imitate the sound of the bell and the other half the echo. The first half will sing the ding-dong as they pull the bell rope and as this sound dies away the echo will answer softly a long way off.

Imitate the steam engine, using the arms as piston rods with the syllables "ch, ch." Let the engine start slowly with a big long "ch, ch," taking a full breath between each syllable. The hands should be doubled and resting on the chest, at the first big "ch" the right hand shoots out and comes back to place, keeping the elbow close to the body and the palm turned down. At the next "ch" the left hand goes out in the same way. The engine is getting up steam. Now the piston rods move twice as fast and the puffs come as quickly—the train starts slowly away from the station. Faster and faster comes the "ch, ch," and faster and faster fly the piston rods, until the train goes out of sight around the curve. This exercise, as well as the bell, must be given standing and the ranks should be far enough apart to avoid collision of the piston rods.

Blowing soap bubbles is one of the first accomplishments of the average child. Before the baby can talk he crows with delight at the many colored bubbles blown into the air by brother or sister. Let the children pretend they are blowing soap bubbles. It adds to the fun if they may pantomime the preparation of the soap suds and dipping in the pipe.

All with one breath blow a very large bubble and sustain it in the air by blowing on it with a tiny stream of air as long as the breath lasts. Here again each may try to be the last one to let the bubble break.

Blow up an imaginary paper bag with all the breath and break it with the hands. The "pop" is to tell us when the breath is all gone.

Imitate the noise made by the spinning wheel. Very few children are familiar with this relic, therefore it will be necessary to show in pantomime how the thread is spun and the sound made by the wheel. With the word "whoo" made with no vocal sound, only the breath,

but stress given to the "w" sung on the reverse three notes of the scale "do, ti, la," down and up four times in one breath, then the whole octave down and up in one breath. The children will not be able to do the octave in one breath at first, but ask them to keep trying, doing as much as they can without breathing.

There are two kinds of spinning wheels which they may imitate—one standing and one sitting. I prefer the former, as all breathing exercises are more successful if given standing. One foot is used to start the wheel and one hand twists the wool or flax, while the other winds the spindle. We have here a good physical exercise, as well as practice in breath control.

In marching time trill with the tongue in imitation of the snare drum. Use the syllable "trum," rolling the "r." The teacher should be quite sure she can roll the "r" with success before giving this exercise to the class as it is one that seems "funny" to the children if improperly presented. As a variation the class may be allowed to march about the room, pretending to beat the drum as they say the word "trum."

CORRECTION OF MONOTONES

Perhaps the most discouraging feature of a primary music class is the tendency of a large number of the children to sing in a monotone, off the key, or a tone of their own composition entirely disregarding the melody being taught by the teacher. Very few children are actual monotones—that is, tone deaf—and most of these poor singers can, by a few simple devices patiently adhered to, be easily corrected.

First of all, seat the poor singers in the front of the room with the best singers in the rear. The teacher is before them, the good singers behind, and hearing correct tones all around will by and by make an impression on even the most inaccurate ear.

The child must be taught to be independent and it is most important to keep the interest from flagging and inspire confidence. Consequently the child should not be told that he is a monotone nor discouraged from singing. It may be a punishment to listen to his singing, but smile and let him sing.

Let the monotone jump the octave, play the notes on the instrument loud and hold each one until he sings it. Sing little melodies with him and ask him to try to make his voice sound exactly like yours.

Divide the room into sections with some of the good and some of the bad singers in each section. Call one a singing and one a listening section. Let the singing section sing for the others and the listeners try to imitate their singing exactly. Let each section choose the tune they wish to sing without telling the other. Thus the monotones hear the tune without having ~~that~~ it as they would have sung it.

The bell breathing exercise is a good device to correct the child who sings in a monotone, and again, if I may repeat it, patience and constant reiteration can work wonders.

A LESSON IN PUNCTUATION

The insertion of a comma once cost the United States Government two million dollars, according to the "American Printer." The tariff bill in which the mistake occurred provided that "foreign fruit plants, etc." should be admitted free of duty, the idea being to encourage the culture of high-grade varieties of fruit trees and grapevines in this country. "When the bill was printed, 'foreign fruit plants, etc.,' read 'foreign fruit, plants, etc.,' and as a result oranges, grapes, lemons, bananas, etc., came into the United States free of duty for a year. The error cost the Government just about two million dollars in revenue."—South Dakota Educator.

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

TEACHING FOOD CONSERVATION

Marie Henegren, Minnesota

Since our country is at war, one of our duties is to furnish food to our allies. And this at a time when there is a world shortage of food. This is an enormous task and requires the co-operation of every man, woman and child. Staples must be conserved. To do this we must substitute foodstuffs which in the past few years have been used but little. Miss Josephine T. Berry, in charge of the home economics section of the Federal Board for Vocational Education, says, "The effort to change the food habits of 100,000,000 people is the biggest task of the war."

PURPOSE OF FOOD CONSERVATION

1. In order to aid in providing the 550,000,000 bushels of wheat which our allies require this year, Canada and the United States must furnish this amount. Three hundred million bushels will be available for exportation. The shortage must be made up in order that our allies be fed.
2. To keep fair prices on foodstuffs by protecting the country from the food speculator.
3. To use fats judiciously in order to prevent an exhaustion of that food.

HOW TO CONSERVE FOOD

1. Increase the amount of perishables consumed. If the average amount of vegetables consumed by Americans were doubled it would but equal the average amount used by the people of other nations. Vegetables can be stored for winter use. Fruits and vegetables which spoil easily and are bulky in comparison with their food content cannot, now, be exported. By using more fruits and vegetables than formerly less staples need be used. Oatmeal and cornmeal should be used frequently for breakfast to replace the breakfast foods made of wheat. In these ways and by using cornmeal and barley flour in breadmaking in place of wheat flour we are able to increase the amount of wheat for exportation.
 2. Decrease the amount of sugar used. There is not a shortage of sugar in the world. We can easily do with less. The average consumption of sugar in this country is double the average consumption of sugar by people of other nations. By reducing the consumption of sugar, the transportation facilities can be used for carrying this and other commodities to our allies.
 3. To use fats judiciously in order to prevent the exhaustion of fats. This does not mean to use less fats than the body needs for fuel. Fat used as a cooking medium, as it is in deep fat frying and sauteing, has no food value. That is, it is valueless to the body. At this time we cannot afford to use fats for this purpose. A decrease in the use of ham and bacon will aid in conserving fat. When ham and bacon are used the drippings should be utilized as shortening wherever their flavor is agreeable or is covered by the seasoning used. The use of rich pastry should be discontinued. Use butter generously at the table but not as shortening.
 4. Use local foodstuffs in order to release the transportation facilities for war purposes.
 5. Use less meat, because of the shortage, as our army must be furnished with meat, and in order to reduce the price. We must find meat substitutes in order to supply the required amount of protein. By using fish, nuts, peas, beans, eggs, cheese and skim milk the needed protein is supplied.
- The food administration does not hope to reduce the cost of living a great deal, if any, by its food conservation program, but it does hope, if every individual co-operates, to help win the war.

DEMONSTRATION LESSONS IN CONSERVATION OF WHEAT FLOUR

The following lessons or demonstrations in saving wheat by using corn and oats in making bread may be

given in any school with very meager equipment. If equipment is not available, then the work may be done out of school hours in some suitable home in the neighborhood, in the presence of and with the aid of some of the mothers of the girls. The suggestions following are from "Ten Lessons in Food Conservation," issued as a bulletin by the United States Bureau of Education, Washington, D. C.:

SAVE THE WHEAT—USE CORN AND OATS

Selection for demonstration.—Three from the following list of products: Corn-meal griddle cakes, oat-meal muffins, and Indian pudding are suggested.

Introductory statements.—Make it a principle to increase the use of corn meal to the maximum. Pound for pound, the energy value of corn meal is equivalent to that of wheat flour. Every time corn meal is used where before we used wheat products, we are helping to win the war.

Have corn-meal mush for breakfast; add figs, dates, or other fruit, for variety; serve fried mush; use corn meal in quick breads, yeast breads, desserts. The breads are light, palatable, and capable of frequent use in the weekly dietary. Likewise, make the maximum use of oat meal or rolled oats. Omit all wheat breakfast cereals. Use oat meal or rolled oats, and secure variety thru adding fruit. Use rolled oats to conserve one-fourth the wheat in making muffins, rolls, and yeast-raised bread.

Proportions and Directions

All measurements are level, and flour is measured after sifting. Proportions are for Minnesota flour.

Corn-Meal Griddle Cakes or Waffles, I

1 cup milk (8 ounces), $\frac{3}{4}$ cup flour (3 ounces), $\frac{3}{4}$ cup corn meal ($3\frac{3}{4}$ ounces), 2 teaspoons baking powder ($\frac{1}{4}$ ounce), $\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce), 1 egg (2 ounces). Add beaten egg to milk and add to dry materials, well mixed.

Corn-Meal Griddle Cakes or Waffles, II

1 cup sour milk (8 ounces), $\frac{3}{4}$ cup flour (3 ounces), $\frac{3}{4}$ cup corn meal ($3\frac{3}{4}$ ounces), $\frac{1}{2}$ teaspoon soda (1-14 ounce), 1 teaspoon baking powder ($\frac{1}{4}$ ounce), $\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce), 1 egg (2 ounces).

Corn-Meal Muffins, I

1 cup milk or water (8 ounces), 1-1-3 cups flour (51-3 ounces), 2-3 cup corn meal (31-3 ounces), 1 to 2 tablespoons fat ($\frac{1}{2}$ -1 ounce), 1 to 2 tablespoons sugar ($\frac{1}{2}$ -1 ounce), 1 egg (2 ounces), 4 teaspoons baking powder ($\frac{1}{4}$ ounce), $\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce).

Method I—Mix milk, egg and melted fat, and add dry ingredients, well mixed.

Method II—Scald corn meal with the hot milk; add egg, melted fat and dry ingredients.

Corn-Meal Muffins, II

1 cup sour milk (8 ounces), 1-1-3 cups flour (51-3 ounces), 2-3 cup corn meal (31-3 ounces), 1 to 2 tablespoons fat ($\frac{1}{2}$ -1 ounce), 1 to 2 tablespoons sugar ($\frac{1}{2}$ -1 ounce), 1 egg (2 ounces), $\frac{1}{2}$ teaspoon soda (1-14 ounce), 2 teaspoons baking powder ($\frac{1}{4}$ ounce), $\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce).

Combine as in corn-meal muffins I, method I.

Indian Pudding

$\frac{3}{4}$ cup corn meal ($3\frac{3}{4}$ ounces), 1 quart milk (32 ounces), $1\frac{1}{2}$ teaspoons salt ($\frac{3}{8}$ ounce), 3 tablespoons sugar ($1\frac{1}{2}$ ounces) or 1-3 cup molasses ($4\frac{1}{2}$ ounces).

Heat the milk. Sift in the corn meal as in making mush. Add salt and sugar. Turn into buttered baking dish, put dish in pan of water, and bake very slowly $2\frac{1}{2}$ to 3 hours. Serve with hard sauce, cream or crushed fruit.

Oatmeal Muffins, I

$\frac{1}{2}$ cup milk (4 ounces), 1 cup cooked oatmeal or rolled oats, 1 egg (2 ounces), 2 tablespoons fat (1 ounce), $1\frac{1}{2}$ cups flour (6 ounces), 2 tablespoons sugar (1 ounce), $\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce), 4 teaspoons baking powder ($\frac{1}{4}$ ounce).

Cook oatmeal, using one part oatmeal to two parts water. A larger proportion of water makes too soft a mush and gummy muffins. Mix milk, oatmeal, egg and melted fat. Add dry ingredients after sifting them together. Bake 25 to 30 minutes. This makes 10 to 12 muffins.

Oatmeal Muffins, II

$1\frac{1}{2}$ cups milk (12 ounces), 2 eggs (4 ounces), 2 tablespoons fat (1 ounce), 2 tablespoons sugar (1 ounce), 1 teaspoon salt ($\frac{1}{8}$ ounce), 2 cups rolled oats ($5\frac{1}{2}$ ounces), 1 cup flour (4 ounces), 4 teaspoons baking powder (1 ounce).

Pour milk over oats and let soak one-half hour. Add eggs and melted fat. Add to dry ingredients, which have been sifted together. Bake 25 to 30 minutes. This makes 10 to 12 muffins.

ELEMENTARY AGRICULTURE

H. L. Kent, Kansas

Boys' and girls' clubs are playing a big part in the movement to improve country life conditions and educate the boys and girls of the farm and country village. The most popular kind of a club is a Tomato Club or a Potato Club. Thousands of boys and girls have planted their small patch of land to one or the other of these plants and are trying to learn all they can about growing and marketing these vegetables. The introduction of a few lessons on these vegetables will be both helpful and interesting. Some of these lessons must be given now while the materials are available. They cannot be given to nearly so great advantage in the winter and spring, when material cannot be secured. In the mixed school the same lesson can be given to all the pupils. For the older pupils it will serve as a lesson in agriculture, while to the younger ones it can be made a nature study exercise. There are also great opportunities to correlate this work with other subjects.

POTATOES

It is assumed that during the early fall, when potatoes are being dug, boys and girls will be given lessons on selecting seed potatoes, if home seed is to be used, as is the practice on many farms. Briefly, the field characteristics of a good potato are: generally oval shape, smooth, with a few shallow eyes evenly distributed over the potato; the potato must be free from diseases, such as dry rot, scab, etc. When cut open the potato should be firm, with a thick yellowish layer under the skin, and be free from strings or woody threads.

In selecting seed, select from the hill. A small potato may make good seed if it measures up to the requirements above and came from a good sized hill with large, desirable potatoes. But if it came from a small hill of small or rough or otherwise undesirable potatoes, neither a small nor a large potato should be selected for seed. In other words, seed selection should be based on yield of hill and quality of the tuber. If these are properly considered, size within limits will be of less consequence.

Field work: Have potatoes brought to school to study the characteristics of the good seed potato. Ask boys to dig 25, 50 or 100 hills of potatoes and keep a definite count of the following things for each hill: number of potatoes per hill, number of large and small potatoes, number of rough, undesirable potatoes, number of diseased or otherwise unfit tubers. Make a note of weeds, missing hills or other conditions which might affect the yield. Have each pupil tabulate his report and for class work select from the data given the best hills for seed. Boys may be encouraged to save seed potatoes from this digging and plant them next spring.

A Colorado grower planted seed selected by this method, and when he dug his crop got one sack of culls for each 200 sacks of salable potatoes. He also planted some potatoes carefully selected from the bin. From this planting he got one sack of culls from each twenty sacks of salable potatoes. Did selection pay him?

The potato plant should be carefully studied, so that pupils may understand it thoroly. First, the so-called seed is not a seed at all, but a peculiar thickened stem which grew underground. This stem sprang from the main stem and forced its way out into the soil. It is not a root, because it does not have root-hairs with which to absorb moisture and food, and besides, if we were to examine a cross-section of it under a microscope we would find regular stem structure, that is, pith-like center, then a ring of woody tissue and then cortex or bark. The tuber is merely a thickened portion of

this underground stem. It has another character marking it as a stem. It bears buds or eyes, for the eyes of a potato are really buds and, like buds, when they grow or develop they produce stems, and thus we get our new plants. Thus a potato cutting is much like a grape cutting, a part of a stem with some buds. It will also be seen that it is not at all a "seed." Potatoes do occasionally bear seed, but the plants have been so long propagated by tubers that the seed habit is losing ground.

Study the potato to try to understand clearly the above points concerning the tuber. The thick tuber is a place where food is stored. What is the food stored for? Cannas also store food in an underground stem; so do artichokes. They all store food for the same purpose, food for the young plants the following season. Beans, wheat, corn and other plants store food for their young plants in true seeds.

The skin of the potato is the bark or cork of the stem. It keeps the potato from drying out and also protects it somewhat from the attacks of diseases, such as scab, dry rot and others, also from molds and bacteria of decay which would otherwise more readily attack the tuber.

Inside this corky layer is a layer corresponding to the soft, inner bark of a tree, and, like the inner bark of the tree, this portion is stored full of rich food. It is the best part of the potato and can be best saved by boiling with the "jackets on" and by baking. Much of this food is lost by "peeling" the potatoes thick.

Next comes a faint line or layer which can be best seen by cutting a thin slice from your potato. This is all that is left of the true wood of this peculiar stem. There are only a few strands of poorly developed wood. Sometimes, however, this wood grows considerably and we frequently get "stringy" potatoes. These strings are simply overdeveloped strands of wood.

Within this woody band is the part corresponding to pith. This part is more watery and less full of food. The food here is nearly all large grained starch with very little protein; hence this part is less valuable.

All these parts can be best seen by cutting thin slices from a large potato and holding them between the pupil and the light. This brings out the details very nicely.

These lessons will be much more effective if drawings are made of all the above studies. Have drawings made showing a smooth oval potato with few eyes, the desirable seed potato. Another should show a potato with pointed end and many eyes, the kind of a seed potato that soon runs out. Another may show the details of a cross-section showing all three layers. If this section is cut thru an eye, the bud structure may be noticed, also the outward projection of the woody line. These drawings make good color and busy work for the smaller folks.

The potato stores its food very largely in the form of starch. The starch grains may be secured by slicing the potato very, very thin and washing these slices in cold water. The starch grains are washed out of the cells which were broken in the cutting and sink in the water as a fine white powder. With a little care a considerable amount of these starch grains may be collected. This is done by carefully pouring off the water (decantation) after the starch has settled.

Iodine turns starch blue, and this is a test frequently used for starch. If the iodine is applied to the raw potato it frequently gives a purple color. This is partly due to the presence of other substances and partly because iodine does not so readily affect uncooked starch. Cook some slices of potato in water, allow them to cool and then add to the water a drop or two of tincture of iodine. The result is always very interesting to children.

SCHOOL ENTERTAINMENT

A PATRIOTIC HALLOWEEN

Willis N. Bugbee

Characters—Henry, George, Bert, Amy, Lucy, Irma, Mr. Peter Bingle, Bogieman and Goblins.

SCENE I

(A yard. Bert is discovered making a jack-o-lantern. Sound of whistling is heard outside. Enter George.)

George (holding jack-o-lantern)—I say, Bert, what do you think of this for a jack-o-lantern? Isn't this enough to scare the wits out of anybody?

Bert—I should say as much! Hope mine will look as bad or worse.

George—Maybe if you'd make the eyes a little bigger and cut some teeth in it 'twould look worse.

Bert (cutting eyes)—Something like this? I guess maybe you're right.

George—That's the idea. Say! Where's Henry and the girls?

Bert—Don't know. I've been too busy to look for them.

George—Well, here they come now. Just listen, will you.

(Enter Henry, followed by girls, all singing "When Johnny Comes Marching Home Again," or, if desired, any of the popular marching songs of the present day.)

Henry—Hello! You boys ready for the fracas?

George—I'm all ready.

Bert—And I've just finished my lantern, so I guess I'm ready.

Amy—My! Aren't they hideous!

Bert—Enough to scare a man right out of his boots.

Irma—If Uncle Sam would send some lanterns like these ahead of his army they might scare the Kaiser's men away.

Lucy—I'll bet they'd scare the Kaiser himself if he was there.

George—Somebody might suggest it to Uncle Sam.

Henry—In the meantime let's start a jack-o-lantern brigade of our own and scare some of the enemies of the U. S. A. in this part of the country.

Amy—The enemies of the U. S. A.?

Henry—Yes, I mean anyone who tries to injure the U. S. either by word or deed, or who doesn't help it when he can just as well as not.

Lucy—Why, is there any one like that around here?

Henry—Yes, there is one I know of—old Peter Bingle. He's worth fifty thousand dollars and he's never bought a liberty bond or given a cent to the Red Cross and—

Lucy—And he was the only one that kept his seat when they sang "Star Spangled Banner" at the celebration last week.

George—And you know last spring when they were trying to get everybody to raise more crops, he wouldn't work his land or let anybody else use it, either. That's what I call stingy.

Bert—Stingy? He'd take the last crust from a person that was starving to death.

Henry—It's what I call an enemy to one's country—as bad as Philip Nolan in the "Man Without a Country." I think the "Jack-o-Lantern Brigade" ought to go and scare some patriotism into old Peter Bingle.

Amy—Good! That's what I say.

George—"Them ere's my sentiments, too."

Irma—But you know there's that stretch of woods to go thru before we get to his house, and it's dark and—

Henry—Who's afraid? The stars are shining and besides we'd have our jack-o-lanterns.

Several—Yes, yes, let's do it.

Lucy—And let's have Henry for captain, he's so brave. All in favor say "Aye." (All say "Aye.")

Henry (stepping to one side)—Well, then, everybody get in line. We'll have to have a little drill before we start. (All get into line.) Forward, march! (All follow Henry in any fancy march about the stage. As they file across the stage from left to right, Henry gives command, "Halt!" "Left, face!" Various drill movements

may be given, such as holding lanterns to right, to left, above heads, etc. Kneel and repeat above movements. The commands, "Right, face!" "Forward, march!" are given. All march from stage at right.)

(Curtain.)

SCENE II

(The stage should be darkened if possible. The Bogieman sits on log or block of wood at side of roadway partially concealed from left entrance. A clump of shrubbery at right rear may serve as concealment for the Goblins.)

Henry (off stage)—Forward, march!

(Enter brigade in single file.)

Henry—Halt! (All stop at left.)

Amy (pointing to right)—Oh, look! There's some one sitting on that log. Maybe it's old Mr. Bingle himself.

Henry—No, it isn't. I'd know him anywhere in the dark.

George—More likely it's a tramp.

Irma—Oh, dear! S'pose it should be a tramp or a robber? What'll we do?

Henry—Shucks! Aren't we the "Jack-o-Lantern Brigade"? We're here to scare folks—not to be scared.

Boys—That's so! Go ahead, Henry!

Henry—All right. When I count three, all halloo, "Boo!" Forward, march! Halt! One—two—three!

All (holding lanterns toward Bogieman)—Boo!

Bogieman (jumping up)—Hi, hi! What's all this? The mortals, as sure as this is Hallowe'en.

Boys—Of course it's Hallowe'en. Boo!

Bogieman—Ho! ho! Don't you know that I'm the Bogieman?

Girls—The Bogieman! O-o-oh! O-o-oh! I'm afraid! Let's go home! etc.

Bogieman—Not so fast, my little mortals. Wait till I call the goblins hither. (Gives long whistle or halloo. Girls cry. Enter Goblins.)

Bogieman—Look, my merry goblins. Here are the mortal children, and 'tis Hallowe'en, you know.

First Goblin—Ho! ho! the mortals! Don't they know what happens to children that we catch at Hallowe'en.

Second G.—

"Haven't you ever heard of the little boy who wouldn't say his prayers,

And when he went to bed at night, away upstairs,
His mammy heard him holler, and his daddy heard him bawl,

And when they turned the kivers down he wasn't there at all?"

Well, you'll find him here in the Goblin's Cave.

Third G.—

"And one time a little girl would allus laugh and grin,

And make fun of every one and all her blood and kin;
And onct when they was company and old folks was there,

She mocked 'em and shocked 'em and said she didn't care!

And just as she kicked up her heels and turned to run and hide,

There was two great big black things a-standin' by her side,

And they snatched her thru the ceilin' 'fore she knowed what she's about."

That was me and the Bogieman.

All the Goblins—"And the Gobleuns'll git you if you don't watch out."

(All march about, the children repeating the last line and performing all sorts of antics.)

Bogieman—Wait a minute! Let's hear what the mortals have to say for themselves. Let them tell what mischief they were up to.

Girls—Oh, Mr. Bogieman, we weren't up to any mischief. Let us go home!

Henry—We were just going to scare old Mr. Peter Bingle.

Bogieman—And who's Mr. Peter Bingle?

Henry—He's a man with lots of money, but he never

helps his country when it needs it and he doesn't have any patriotism.

Bogieman—And so you're going to scare some into him?

Boys—Yes, sir; but we'll go home if you'll let us go.

Bogie—No, no; go ahead! He deserves it.

Just go ahead and do your best,
And the Bogieman will do the rest.

Girls—And won't you put us in the Goblin's Cave?

Bogie—Not a hair of your head will we touch if you scare some patriotism into Mr. Bingle.

Goblins (dancing about)—Ho! ho! What a jolly lark for Hallowe'en! Just tell us where he lives.

Irma—I'm not afraid now, are you?

Other Girls—Not a bit.

Henry—All ready! Forward, march! (The Brigade march off right, followed by Bogieman and Goblins.)

(Curtain)

SCENE III

(A living room. Mr. Bingle discovered counting money, or looking over papers. Noise outside.)

Mr. B. (listening)—Well, now, what's that noise? (Trying to hide papers.) Someone prowling around the house? Or maybe it was only a dog. (Listens.) Hark! There it is again. Was that a face at the window? No, it's a light. Maybe it's a burglar with a flashlight or a ghost from the long dead past. They must not see the notes and papers. (Hides them quickly.) Ah! there it is again! How my heart beats I'll go to the door and see. Perhaps after all 'twas only an illusion or a flash of lightning. (Goes to door.) Nothing here, but I thought I caught a glimpse of something going round the corner of the house. I wonder if my nerves are getting the better of me. No, there it is again! (Goes to door and children push jack-o-lanterns inside.) My stars! What's that? Don't shoot! Don't shoot! (Children laugh.) Why, it's only boys and girls, after all.

George—Yes, sir, Mr. Bingle; we're only boys and girls, and it's Hallowe'en tonight, you know, and—

Mr. B.—Hallowe'en, eh? And so you would frighten a poor old man?

Bert—Not a poor old man. We came to frighten you for a purpose, and the Bogieman and Goblins are waiting outside to help us if we need them.

Mr. B.—A purpose? What purpose?

Bert—They say you have plenty of money, Mr. Bingle.

Mr. B.—Oh, it's robbery, is it? Just what I might have thought.

Henry—No, it isn't robbery; but we'll tell you. You have never been known to help the poor and needy, and—

Bert—You have never been willing to help your country in time of need.

George—You have land that you won't use yourself or allow any one else to use.

Lucy—You have never been known to help any good cause in your town.

Amy—And everybody calls you a miser, Mr. Bingle.

Irma—And you haven't patriotism enough to even rise when the national songs are sung, and—

Mr. B.—And so you've come to teach me a lesson. Well, you gave me a good scare. My heart hasn't stopped beating yet. I guess I'll have to give in.

All—Do you really mean it, Mr. Bingle?

Henry—And we won't need to call in the Bogieman, after all.

Mr. B.—Yes, I mean it. You've brought me to my senses. I'll donate liberally to any worthy cause hereafter.

Boys—Good! Bravo!

Girls—And now we will escape the Goblin's Cave.

Mr. B.—And if you'll sing a verse of "Star Spangled Banner" I'll try not to forget my patriotism this time.

Henry—And when we've finished we'll go right home. This is the best Hallowe'en we've ever had.

(All join in singing "Star Spangled Banner." Goblins and Bogieman may appear in background during chorus.)

(Curtain)

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LESSONS ON THE CRICKET FIDDLER

Sometimes if you listen—listen

When the sunlight fades to gray,

You will hear a strange musician

At the quiet close of day;

Hear a strange and quaint musician

On his shrill voiced fiddle play.

He bears a curious fiddle

On his coat of shiny black,

And draws the bow across the string

In crevice and in crack;

Till the sun climbs up the mountain

And floods the earth with light,

You will hear this strange musician

Playing—playing all the night,

Sometimes underneath the hearth stone,

Sometimes underneath the floor,

He plays the same shrill music—

Plays the same tune o'er and o'er;

And sometimes in the pasture,

Beneath a cold, gray stone,

He tightens up his sinews,

And fiddles all alone.

It may be, in the autumn,

From the corner of your room

You will hear the shrill-voiced fiddle

Sounding out upon the gloom;

If you wish to see the player,

Softly follow up the sound,

And you will find a dark-backed cricket

Fiddling out a merry round.

—Henry Ripley Dorr in *Youth's Companion*.

MR. CROW'S OPINION

"I declare," cried Mr. Crow

One fine October day,

"I'm really glad to see the wrens

And blackbirds fly away;

Glad to see the orioles

And bluebirds southward bound,

For none appreciate my voice

When other songs abound.

My coat of black seems commonplace

Besides those birds so gay;

So I declare I'm really glad

To see them fly away."

AMERICA'S CALL

From Maine unto the Golden Gate,

From Rio Grande to the lakes,

There rings a call thru every state.

And gallant youth its tasks forsakes

In answer to the country's call—

The call to march, to fight or fall!

From office, shop or farm they come,

The sons of Freedmen, brave and bold,

In answer to the roll of drum,

To fight as did their sires of old.

The squadron steeds curvet and prance,

As tho they heard the call from France.

In Fate's dread balance hangs world peace,

And Freedom's lovers now must play

The part of men, nor seek release

From sacrifice that they must pay.

But Duty wears a smiling face

Unto the brave, but scorns the base!

Brave France now calls from o'er the sea

To Freedom's sons in every land

To stand with her for Liberty!

From every clime and every strand

Great hosts are gathering for the fight,

Grouping their banners for the Right!

From North and South, from East and West,

They come America to guard;

From prairie, plain and mountain crest

They come our land from foes to ward!

From coast to coast, from lakes to sea,

Gather the hosts of Liberty!

—H. T. Sudduth in the *New York World*.

Old Colleges.

Harvard University has (with most persons who have not troubled themselves to investigate) the credit of age and the honor of seniority.

But Parkman, in his work, "The Jesuits of North America," says: "A year before the building of Harvard College the Jesuits began a wooden structure in the rear of the fort (Quebec) and there within one enclosure was the Huron Seminary and the College for French Boys."

Bancroft (Vol. III) says: "Its (Laval College's) foundation was laid, under happy auspices, in 1635, just before Champlain passed from among the living, two years before the emigration of John Harvard, and one year before the General Court of Massachusetts had made provision for a college."

But the genuinely oldest college in America was founded in Mexico two generations before Harvard—1531—the College of St. Idelfonso, in the City of Mexico.

THE NOBEL PRIZES.

The Nobel prizes were established by the will of the late Alfred Nobel, the Swedish scientist and inventor of dynamite, who died in 1896. He left his fortune, estimated at \$9,000,000, to the founding of a fund, the interest of which should yearly be distributed to those who had contributed most during the year "to the good of humanity." The interest is divided in five equal shares, and the value of each prize is on the average about \$40,000. The prizes are awarded, "one to the person who in the domain of physics has made the most important discovery or invention, one to the person who has made the most important discovery in the domain of medicine or physiology, one who in literature has provided the most excellent work of an idealistic tendency, and one to the person who has worked most for the fraternization of nations, and the abolition or reduction of standing armies, and the calling in and propagating of peace congresses." The distribution of prizes generally takes place each year on Dec. 10, the anniversary of Mr. Nobel's death.

Priestly Vocations.

"The average priest secures the salvation of five thousand souls," Archbishop Lynch of Toronto used to say. Hence the priest or religions who influences one young man even to assume this sacred office, has reason for congratulations and consolation. It is related of an aged and venerable priest of Orleans, France, that when about to die, he gave expression to this beautiful thought. I am eighty three and shall soon die, I have not done all the good I would, but one thing consols me—I leave after me thirty three priests whom I have formed to the ecclesiastical state; they will do better than I have done.

Xavier Grammar School.

At 53 West Fifteenth street, New York City, stands a fine stone building, the Xavier Grammar School, which this year completes seventy years of school life, as it was found-

Making Color Understandable to Children

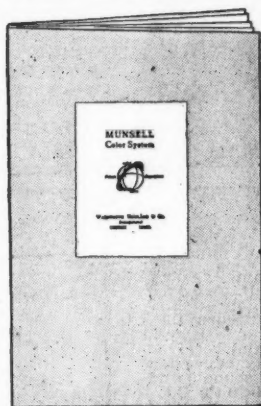
In this day of standardization of educational methods, isn't it odd that the terms in which teachers attempt to describe color should have been so neglected?

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 ure;
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 endure,
 But fades and fades until our own life
 ends.
 Unconsciously, forgetfulness attends
 That grief for which there is no cure,
 But leaves of each lost one some rec-
 ord sure,—
 A look, an act, a tone,—something that
 lends
 Relief and consolation, not regret.

Even that poor mother mourning her
 dead child,
 Whose agonizing eyes with tears are
 wet,
 Whose bleeding heart cannot be re-
 conciled
 Unto the grave's embrace,—even she
 shall yet
 Remember only when her babe first
 smiled! —John H. Bonner.

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Cardinal William Henry O'Connell

THE CROSS AND THE FLAG.

Hail, banner of our holy faith,
 Redemption's sacred sign,
 Sweet emblem thou of heavenly hope
 And of all help divine,
 We bear our heads in reverence
 As o'er us is unfurled
 The standard of the Cross of Christ
 Whose blood redeemed the world.

Hail, banner of our native land,
 Great ensign of the free,
 We love thy glorious Stars and Stripes,
 Emblem of liberty;
 Lift high the cross, unfurl the flag;
 May they forever stand
 United in our hearts and hopes,
 God and our native land.

William Henry O'Connell, second Archbishop of Boston, was born Dec. 8, 1859 at Lowell, Mass., and received his early education in local schools and at Ellicott City, Maryland. In 1881, he graduated from the Jesuit College in Boston and was sent to the American College at Rome where he was ordained January 8, 1884. Returning to Boston in 1886 he was stationed as assistant at Medford and Boston until 1895 when he was appointed rector of the American College at Rome. After holding this office for five years, he was appointed Bishop of Portland, Maine, his consecration taking place May 19, 1901.

In 1905 as special Papal Envoy to Japan he was decorated by the Mikado and on his return was warmly commended for the success of his mission by the Pope who named him titular Archbishop of Tomi and Co-adjutor of Boston to which See he succeeded on the death of Archbishop Williams, Aug. 30, 1907. On Nov. 27, 1911, Archbishop O'Connell together with Archbishop Farley of New York and the Papal Delegate Monsignor Falsonia was elevated to the Cardinalate.

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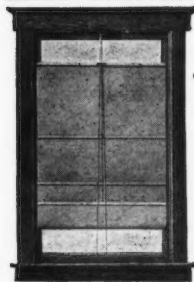
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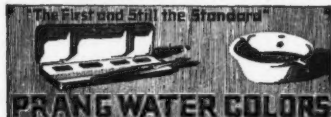
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Maryknoll in San Francisco.

The American Catholic Foreign Mission Society established its third centre of activities, in San Francisco, September 13, on the eve of its Superior's departure for the Far East.

On Van Ness Avenue, overlooking the Pacific Ocean, which will bear its future missionaries to their field of labor, this young organization, only six years old, yet already vigorous, has opened a *Procure* where one of its priests will reside to further the interests of the Society and to harbor missionaries on their passage to and from the Orient.

The moving spirit in this latest development of the Maryknoll Society is the Rev. Joseph P. McQuaide, pastor of the Sacred Heart Church, and one of the best known priests on the Pacific slope.

Father McQuaide has been strongly encouraged in this effort by Archbishop Hanna, who welcomed Father Walsh on his passage to the Orient and personally attended the opening of the new house.

The headquarters of the Society are at Maryknoll, Ossining, N. Y., and at Clark's Green near Scranton, Pa. is located the Venard Apostolic school a feeder for the Seminary at Maryknoll.

St. Viator's Entertains Soldiers.

A noteworthy event occurred last month at St. Viator's College, Bourbonne, Ill., when the members of

Company L, Fourth Illinois infantry of Kankakee were the guests of the faculty of the college and the citizens of Bourbonnais at a farewell banquet previous to the departure of the military organization for Texas. Capt. James Burns and many of his men are alumni of St. Viator's and Bourbonnais has contributed more than its quota to the company. The entire command one hundred and fifty strong marched to Bourbonnais early in the morning, pitched tents on the college grounds, which soon resembled a military camp. At noon a sumptuous banquet was given in the spacious dining room of the college and was attended by the soldiers, the faculty of St. Viator's, many visiting members of the Viatorian community and a delegation of citizens from the village. Very Rev. E. L. Rivard, C.S.V., Provincial, presided. After the repast Rev. J. F. O'Mahoney, C.S.V., President of the College, voiced the sentiments of the faculty and village in extending a hearty welcome to the young men who are going forth to defend the flag.

Am. F. of Labor Defines Principals.

The American Federation of Labor in its latest report and in resolutions adopted at its meeting, emphasized its belief in vocational education in connection with a general all-round educational development.

ELECTRIC TIME SYSTEMS FOR SCHOOL USE.**Their Advantages and Method of Operation.**

Under modern educational conditions two basic necessities are readily apparent if one analyzes the actual conditions under which the teachers or instructors operate. The first is the necessity of uniformity in handling school routine so that there will be the least amount of waste time between classes, and so forth. This is particularly important when it is realized that it requires very careful planning to crowd in the educational courses that are now demanded in the short space of time given for the purpose. The second is the necessity of each teacher planning her individual work very carefully during the time given for each subject in order to secure a fair distribution of time on each subject.

This resolves itself into two essential requirements in the modern school: (1) some form of handling the school routine or program which will be independent of human carelessness and which will be prompt, efficient and uniform; and (2) some form of clocks or timepieces for each room by which teachers can plan their work effectively. Previous to the perfection of electric time equipment the first desirable condition mentioned above was attempted by ringing a hand bell, either by the principal herself or by a pupil appointed as monitor, or, as an improvement over this, by having electric bells in corridors rung by push buttons in the principal's office. Neither of these methods of handling the routine schedule has ever proved satisfactory because they depend upon the accuracy of some person who is likely to be preoccupied at the time the schedule should be sounded. Hence the schedule is seldom rung correctly and therefore there is always more or less waste time.

It naturally follows that timepieces must all be uniform, otherwise the object desired is not gained. Attempts to secure uniform time in classrooms have been made in various ways: (1) by putting wind-up clocks in each room, which the janitor attempted to keep uniform, and (2) by having the teachers bring their watches and setting them together at certain periods.

Although great care may be exercised at first to keep the clocks and watches uniform, carelessness soon creeps in and in the average school where such a time system is in use a variation of as much as five minutes between the clocks and watches has been found. The result of such arrangement is constant confusion and lost time. One teacher going by her clock or watch gives out her lessons and has her pupils ready to file out one or two minutes before the sounding of the signal indicating the close of the period; while the teacher in the next room, whose clock may be slower, keeps her pupils longer, and hence keeps the whole school waiting, or else she is caught at the end of the period without having sufficient time to give out the lesson properly for the next day.

The Electric Time Equipment came into existence to meet these obvious defects and fully covers all requirements. It furnishes accurate, uniform time to all classrooms, as well as handling the school routine on a predetermined schedule.

Electric time equipments as now used in parochial school work consist of a so-called master clock located usually in the principal's office. This clock is wound every minute by electric current furnished from a small battery and is exceedingly accurate in its operation, due to the fact that it is kept fully wound at all times.

The master clock sends an impulse every minute to so-called electric secondary clocks, one being placed in each classroom. These clocks, being operated from the master clock, receiving their impulses from same every minute, are always alike and as accurate as the master clock. This feature, therefore, insures absolute uniformity of time and hence enables all the teachers to plan their work and have their classes ready for dismissal with no loss of time or lack of sufficient preparation.

The same master clock also operates what is known as an automatic program clock, this being a device fitted with a tape marked off in minutes and perforated according to a predetermined schedule which it is desired to have rung. Whenever these perforations come under the contact fingers of the clock the bells are rung automatically and at exactly the right minute and second. If, for instance, therefore, a certain period is to close at 11 o'clock and the teacher, glancing at her clock, notes that it is ten minutes of 11, she knows that she has exactly ten minutes to give out the lessons for the next day or to close the

class preparatory to dismissal on the sounding of the program signal. There is no guesswork about it; it is exact; and teachers, principals and pupils know they can depend upon it.

Having the program thus automatically sounded frees the principal or attendant from the necessity of overseeing such work, so that she can give her entire time to strictly educational efforts to the further gain of the pupils. The classes are conducted, periods closed and classes changed with perfect system, and with the least possible amount of waste time.

It has been estimated by many school authorities that in the average school the actual saving of time by such a method is over two weeks in the school year. Many principals consider an electric program clock almost equivalent to a spare teacher in schools of twelve rooms or over.

Electric time equipment is very flexible and can readily be expanded into future additions and costs practically nothing to operate or maintain. The amount of current used is insignificant; an equipment operates from a few dry cells or a small storage battery charged from the school lighting circuit. On account of the small but very steady current used, the batteries last much longer than in any other class of work.

One of the largest and oldest concerns manufacturing electric time equipment for school use is the Standard Electric Time Company of Springfield, Mass. To show that such equipment is not new it is only necessary to say that this company has been manufacturing such apparatus for over thirty years, and has a large number of equipments now in successful operation which are twenty-five to thirty years old.

Among the most notable Catholic institutions which are equipped with electric time systems manufactured by the Standard Electric Time Company are the following:

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Fordham College, Fordham, N. Y.
Holy Cross College, Worcester, Mass.
St. Peter's College, Jersey City, N. J.
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St. Joseph's School, Philadelphia, Pa.
Benedictine Sisters' Seminary, Mt. Angel, Ore.
Parochial School of the Church of Ascension, New York.
School of the St. John Chrysostom, New York.
Parochial School of Our Lady of Lourdes, New York.
St. Peter's School, Hartford, Conn.
St. Francis' School, Naugatuck, Conn.
St. Augustine's School, Bridgeport, Conn.
Holy Trinity School, Central Falls, R. I.
Notre Dame School, Central Falls, R. I.
St. Joseph's School, Pittsfield, Mass.
St. Peter's School, Danbury, Conn.

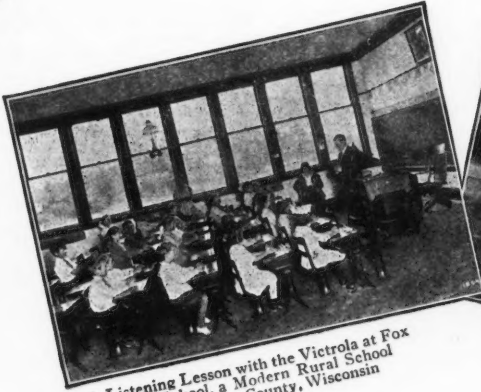
The equipment as manufactured by the Standard Electric Time Company is now so perfected and reliable that they will give a very positive guarantee of results; and from investigations made, we doubt if anything can be put in a modern school which would be a greater help toward improving its efficiency or a more lasting and permanent investment than one of these electric time systems.

THE RELIGIOUS NOTE IN STODDARD'S POETRY.

(Continued from Page 212)

Such poems—and it were easy to pick more of kindred spirit from the little volume before us—should serve to remind us, who are Catholic students and Catholic teachers, of the wealth of inspiration the arts may continue to find at the altar of Holy Church. The singer of these songs was no cloistered hermit choosing sacred themes because sacred themes were the only themes he knew; he was, on the contrary, a man of the world in the best sense of the phrase, a wanderer up and down the earth, his brow flushed with all the winds of heaven. He could chant the glory of tropic nights and coral crested isles, the lure of Indiana and the peace of Monterey; he knew much of the steady influence of friendship, the rapture of love, the challenge in the bright eyes of danger. A cosmopolitan was Stoddard, an enfranchised citizen of the world. And yet of choice, because he loved best to do ever the best that was in him and to sing ever the loftiest strains, he turned to the ceremonies of the Catholic faith, to her doctrines, to her history, to the mysteries of her spiritual life. Had he done otherwise he would have been less a poet and less a man. He had found the secret of life. And that secret he reveals in the final poem in the book:

"I am the way, fear not, but follow me:
Not thro' the waters flowing still and sweet;
Not thro' the meadows gracious to the feet;
But in the bitter dust and heat of day.—
I am the way!"



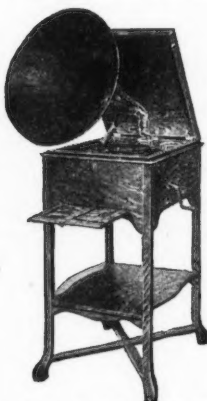
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The Dream of Gerontius.

The true story of Newman's dramatic poem "The Dream of Gerontius" is narrated in Mr. Wilfrid Ward's "Life of John Henry Cardinal Newman" [1801-1890]. It seems that about 1864, "in the midst of the Kingsley controversy," Newman was "seized with a vivid apprehension of immediately impending death, apparently derived from medical opinion." He feared paralysis, from which a number of his literary friends and contemporaries had died, voicing this fear in the words: "Whatly died of paralysis—So did Walter Scott.—So (I think Southey, and though, I cannot recollect it, I observe the like in other cases of literary men. Was not Swift's end of that nature?" etc. This vivid apprehension caused Newman to write a "Memorandum" headed "Written in prospect of death" and dated Passion Sunday, 1864, 7 o'clock A. M. A Profession of Faith, this memorandum was if not identical in word with the "Profession of Faith" made by Gerontius in the poem, it was at least identical with that "Profession" in all but word. Moreover the memorandum was written less than a year before the poem. So when Mr. Ward, alluding to the poem, tells us that Newman set down in dramatic form the vision of a "Christian's death, on which his imagination had been dwelling" it is natural to conclude that that Christian's death had been his own. And that it was his own is still further borne out by the choice of the name "Gerontius," a Latin adaptation of a Greek word, signifying, according to Professor Maurice Francis Egan, in his Annotated Edition of the poem, "An old man." This it is which further connects the name "Gerontius" with that of the poet, For, writing from Rednall in April, 1865, (the year of the composition and publication of the poem) Newman said that he could not undertake certain literary engagements because "It is killing to an old man." And in the previous year he had written to Sir Frederick Rogers and to Dean Church using precisely the same expression: "But I am an old man." To Father Ambrose St. John, he also wrote that same year referring to Keble, Pusey and himself, as "the old men."

With all this before us it is perfectly permissible to connect the name of Gerontius most closely with that of Newman's own.

"The Dream of Gerontius" owed its preservation to an accident, according to Aubrey de Vere. Begun on a sudden impulse in January, 1865, it was completed in February and then laid aside and forgotten until a few months later. Then, it so happened that Father Henry James Cole-ridge, S. J., editor of the "Month," asked Newman for a contribution to that magazine. He looked into all his "pigeon holes" and found nothing theological but in answering his correspondent he added that he had come upon some verses which if as editor, he cared to have were at his command. "The wise editor did care and they were published at once" in the "April" and "May" issues of that periodical and republished in book form in November. The enthusiasm with which these contributions was

received prompted the request for further additions to the poem to which Newman answered: "No, I assure you, I have nothing further to produce of Gerontius. I could no more write anything else than I could fly." And to the Reverend John Telford he wrote:

"You do me too much honor if you think I am to see in a dream everything that is to be seen in the subject dreamed about. I have said what I saw. Various spiritual writers see various aspects of it; and under their protection and pattern I have set down the dream as it came before the sleeper. It is not my fault if the sleeper did not dream more. Perhaps something woke him. Dreams are generally fragmentary. I have nothing more to tell." The protection and pattern of various spiritual writers here referred to may account for those resemblances (to give two instances) to Dante and Calderon, which have so frequently been found in the poem.

Of these resemblances, Dr. William Barry observes: "We shall best interpret its meaning if we liken it, not to Milton, whose supernatural worlds are his peculiar device, founded upon heathen rather than Christian tradition; nor to Dante, who mingles history and landscape from his time and travels in the solemn sweet Purgatoria, which remains his masterpiece; but to Calderon's "Autos Sacramentales," at once an allegory and an act of faith." This "Dream" is a true and vivid example of what Berkeley intended when he represented the whole world as shown to the spirit though not existing outside it, and on that account the more real. It has no local habitation; we do not once think in reading it, of the Dantean Cosmography. It takes place where the soul is and the angels where we love and suffer. But the solid frame of things, as it lately appeared, is no more. Alone, the spirit utters its beliefs, while it seems falling into the abyss; alone, amid litanies and absolutions, it passes away. The priest reciting most musically his great anthem: "Go forth upon thy journey, Christian soul."

Sir Francis Doyle [Lectures delivered before the University of Oxford (1868)]; H. J. Jennings (Cardinal Newman); Alfred Austen (The Poetry of the Period; R. H. Hutton (Cardinal Newman); Dr. William Barry (Newman); William Stebbing (The Poets; Geoffrey Chaucer to Alfred Tennyson); William E. A. Axon (The Dream of Gerontius, the Library 1908); A. R. Waller and G. H. Barrow (John H. Cardinal Newman); Mr. Henry Bremond (The Mystery of Newman).

An annotated edition of the poem has been published by Longmans, of which the annotator is Professor Maurice Francis Egan.

Recently an excellent work, "Cardinal Newman's Dream of Gerontius" with Introduction and Commentary suitable for use in High Schools, Academies and Colleges, has been edited by Julius Gliebe, O.F.M., of the Franciscan Priory, Oakland, California. The publishers are Schwartz, Kirwin & Fauss, New York.

That all study of "The Dream" should be accompanied by study of the Apologia, and of many of the letters, and much of the matter other than letters, of Wilfrid Ward's "Life of John Henry Cardinal Newman," is recommended in the beautifully bound volume of "The Dream of Gerontius" by John Henry Cardinal Newman, illustrated by Stella Langdale and with an Introduction by Gorden Tidy.

—By M. J. D.

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The Greatest Medical Authorities in the World have made public statements in which they endorse the value of such ingredients as are contained in Father John's Medicine.

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To detail here the statements of these various authorities would require too much space, but if you desire to see these statements in more complete form, write to Father John's Medicine, Lowell, Mass., and we will be glad to give the names of the authorities quoted, with brief excerpts from their public statements.

Father John's Medicine is a pure and wholesome body builder, contains no alcohol or dangerous drugs.

JUBILEE CELEBRATIONS.

Fifty Years a Nun.

Mother M. S. De Sales, Lawside Convent, Dundee, Scotland, recently celebrated her golden jubilee in religion. She was born in London and there entered the Convent of Mercy, 1867. Her life has been spent in the work of education and visiting hospitals, almshouses and prisons. His Holiness sent her a special blessing on her anniversary.

N. Y. Nun's Golden Jubilee.

Sister Mary Genevieve, of St. Joseph's Convent, Babylon, L. I., observed the golden jubilee of her entrance into the Order of the Sisters of St. Joseph August 25. She received the golden crown and many expressions of congratulation and good wishes from her numerous friends, both in and out of religion. Sister Genevieve has been fifteen years in Babylon.

Illinois Priest Jubilarian.

On Sunday, September 30, the Rev. William Netstraeter, pastor of St. Joseph's Church, Wilmette, Ill., celebrated the fiftieth anniversary of his ordination to the Holy Priesthood. The jubilarian was born on the 1st of January, 1843, at Meschede, Westphalia, Germany. At the urgent request of the Rev. Dr. Salzman, then rector of the Salesianum at St. Francis, near Milwaukee, he emigrated in the year 1867 and arrived at the port of New York, March 7 of the same year. He had previously been ordained subdeacon at Paderborn in Westphalia.

Sisters Celebrate Jubilee.

Two blood sisters celebrating their silver jubilee in the religious life by renewing their vows as Benedictine Nuns, was the unusual spectacle which relatives and a few intimate friends were permitted to witness at St. Benedict's Convent, Washington, D. C., in September. The jubilarians were Sisters Bernadette and Florentine, daughters of the late Mr. Daniel Monahan of Griensburg, Pa. The Community in Elizabeth, N. J., received them twenty-nine years ago and four years later they took their final vows.

Eighteen Nuns.

The Sisters of Charity have a way of doing things quietly. Year after year they celebrate the golden jubilee of some of their members, but always in the sacred seclusion of their religious family. The outside world hears little of it. This year, however, the proverbial "little bird" has discovered that on Tuesday, August 28, at the motherhouse, Mount St. Vincent-on-Hudson, N. Y., eighteen daughters of St. Vincent de Paul renewed with more than youthful fervor their vows of fifty years ago.

Canadian Sister's Jubilee.

The motherhouse of the Sisters of the Holy Name of Jesus and Mary at Hochelaga, near Montreal, Canada, was the scene of a very notable jubilee celebration last month. Two of the Sisters observed the diamond anniversary of their taking the vows and nine others the golden anniversary of their religious life.

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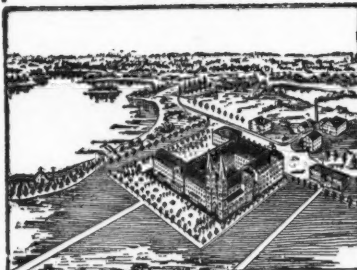
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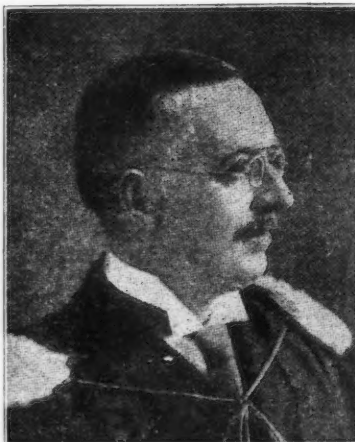
Who's Who Among Prominent Catholics

William Henry Atherton, Doctor of Scholastic Philosophy of Ottawa University, Montreal.

Among those recently honored by universities of the United States was William Henry Atherton, Doctor of Scholastic Philosophy of Ottawa University, Montreal. At the commencement exercises of Fordham University he received the degree Doctor of Laws in recognition of his contributions to the historical and civic literature of North America.

Dr. Atherton is well known as an historian, lecturer and writer on civic and sociological problems. He is the author of the monumental history of Montreal (in three volumes), and has been a frequent contributor to Canadian and American municipal literature. Dr. Atherton has been the energetic secretary of the City Improvement League of Montreal since 1902, the organizing secretary and promoter of the First Canadian Child Welfare Exhibition, held in 1912, a founder of the Civic Improvement League of Canada, a member of the National Housing Association of America, and a member of the Advisory Board of the National Municipal League of America. He is Honorary Secretary of the Montreal Cultivation Committee, erected under the auspices of the National Service Commission and Honorary Recording Secretary of the "Win the War and National Unity" Convention, held recently, of which he was also one of the most active promoters in the Province of Quebec.

Dr. Atherton is proud of being a Canadian by adoption, having been born and educated in England. He pursued his classical and philosophical studies at Stonyhurst, the fam-



WILLIAM HENRY ATHERTON

ous Jesuit college, where he was afterwards on the teaching staff, as well as at Beaumont College, old Windsor, known as "The Catholic Eton."

He is author of the well-known short life of Father Damien, the leper priest of Molokai, first published in 1890 and constantly being reprinted by the Catholic Truth Society of England.

Dr. Atherton has been active in giving his services for the advancement of Catholic higher education. He is vice-president and one of the founders of the Catholic Literature League of Canada.

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HEALTH HINTS.

For Teachers Only.

By William Brady, M. D.

It is hard to go back to work after the long summer vacation, isn't it? A teacher's life is no sinecure. We realize that more and more every day. She has not only the children on her mind, but no matter what a teacher does, somebody criticises. She can scarcely hope to please every one.

But we know one thing she can do which will please a lot of folks and will displease mighty few, if any. She can dismiss the pupils at the close of every school session, for the sake of their health, mental and physical. Doing so, she will be sure of the moral support of the following classes of the community, to-wit: parents who value the health of children; the most progressive and experienced pedagogues; all family doctors; every school child that ever lived.

The old-fashioned habit of keeping children after school, either for purposes of scholarship or for discipline, was a definite causative factor of the following disturbances of health: Anemia, adenoids, tuberculosis, nervousness and St. Vitus' dance, and the general predisposition or tendency to the catarrhal diseases. I use the past tense because there are now so few old-fashioned teachers left.

When a teacher forgets all this and requires a child to remain after school hours, without drawing an immediate and vigorous protest from the child's father, that is not because the teacher is right about it, but because the father is wrong or indifferent to the welfare of his children. Any parent who submits to this medieval abuse is derelict in duty. I am speaking from experience as a parent, as well as a doctor.

We have quoted in this department the views of our greatest medical authorities on the subjects of nervousness and tuberculosis in children, all arrayed against the vicious practice of keeping children after school.

Teachers, your vacation has been none too long to restore your nervous equilibrium and general resistance for the coming year's work. Remember that, when you are tempted to keep some unfortunate, undefended child after school. The child suffers a thousand times more from restraint than you do, and therefore deserves the utmost consideration.

Ambrine.

Like knights and ladies of old, burns occur in "high and low degree." A first degree burn is usually considered to be a burn that merely "feels burnt," with little more than a red-hot blush on the skin. Severe sunburn is a first degree burn.

If the flesh is scorched or burnt below the cuticle it is a second degree burn. If it penetrates beyond "the hair and the hide" and chars the flesh and bone, you may set it down as a burn of the third degree.

Since the war, with its sulphurous, Vulcan-like machinery, focused the attention of medical men upon burns, there has come into use in France a waxy balm-of-Gilead sort of compound called "ambrine."

Ambrine is a mixture of 67 per cent hard paraffin, 25 per cent soft paraffin, 5 per cent sweet oil, 2 per cent eucalyptus oil and 1 per cent resorcin.

It appears that ambrine heals all sorts of burns more rapidly and with less danger to life or the likelihood of bad scars than used to be the rule.

Skin grafts, too, are less in demand in healing a burn with ambrine. Infections and other kinds of "blood poisoning" are reported as rare, with few lives as a consequence lost.

The hard paraffin is melted and the soft paraffin and oil are then added. The resorcin is dissolved in absolute alcohol and mixed with the rest, the oil of eucalyptus being the last to be added.

After the burn is washed with weak salt water—a teaspoonful of salt to the quart—and then dried with sterile gauze, it is covered with a layer of the ambrine at a temperature above blood heat—122 degrees Fahrenheit.

The ambrine is spread upon the burn as gently as you would pat a baby's cheek, with a camel's-hair brush or by means of a thin layer of gauze. Then a second coat of the compound is applied and over the whole a layer of cotton and a firm bandage is wrapped.

Burns even as deep as the bone, accompanied by torn and "sloughed" flesh filled with germs and matter, soon take on a clean, fresh, healthy surface and heal in much less time than those treated in the established fashion.

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Medical Study.

After 106 years as an institution for men only, the College of Physicians and Surgeons, the medical department of Columbia University, has recently decided to admit women on an equal standing with men.

Official announcement has been made that duly qualified women registered at Radcliffe College will be admitted to the Harvard Medical School this year. The requirements for admission will be the same as for men.

Dried Food for War Diet.

A proposal has been laid before the federal government to supply the army and navy with dried vegetables which appear to have the merit of being very light in weight. Waldron Williams, president of the Webster Products Company, has offered the government the use of several drying plants. He advocated immediate action, that summer crops might be dried for use next winter.

Mr. Williams estimated that the dried vegetables would cost the government to deliver in camps about one-third the price of fresh vegetables. He says the dried product will keep any time in any climate.

"The Department of Agriculture is authority for the statement that one-half of the fruits or vegetables grown in the United States never reach the consumer," said Mr. Williams. "A large part of this waste is in the summer. With drying stations for the evaporation of vegetables all through the farming districts, food speculation may be greatly curbed."

"Nearly nine-tenths of the weight and volume of vegetables is water. Of an onion, 87.6 per cent is water; of a parsnip, 83 per cent; of a potato, 78.3 per cent, and cabbage 91.5 per cent."

"The problem of feeding an army will be greatly simplified by the use of dehydrated vegetables. The German army is now being supplied with parboiled dried food, made by a process which makes it necessary to cook the food again. When it is remembered that the breakdown of the army transport facilities made it almost impossible for Pershing's men in Mexico to get fresh vegetables last summer, the benefit of dried vegetables to such an expedition may be easily imagined. As every square foot of space on a battleship is needed for fuel and coal, the possibilities of the new dried food for sailors are also great."



SOME FAMOUS SONGS OF OTHER DAYS.

"The Groves of Blarney."

Air: "The Last Rose of Summer."

"The Groves of Blarney," is a famous Irish song, composed by Richard A. Milliken, a poet and a lawyer. The two concluding stanzas were written by Father Prout. The song was written by Milliken in 1799.

The groves of Blarney, they look so charming,
All by the purling of sweet silent streams,
Being banked with posies that spontaneous grow there
Planted in order by the sweet rock close;
'Tis there the daisy and the sweet carnation,
The blooming pink and the rose so fair,
The daffy-down dilly, beside the lily,
Flowers that scent the sweet fragrant air.

'Tis Lady Jeffreys that owns this station,
Like Alexander, or Queen Helen fair,
There's no commander throughout the nation,
For emulsion can with her compare;
She has castles round her that no nine-pounder
Could dare to plunder her place of strength,
But Oliver Cromwell, he did her pummel,
And made a breach in her battlement.

There's gravel walks there for speculation,
And conversation in sweet solitude;
'Tis there the lover may hear the dove, or
The gentle plover in the afternoon;
'Tis there's the lake that is stored with perches,
And comely eels in the verdant mud,
Beside the leeches and the groves of beaches
Standing in order to guard the floor.

There's statues gracing this noble place, in
All heathen goddesses so fair;
But Neptune, Plutarch and Nicodemus,
All standing naked in the open air.
So now to the finish this brave narration,
Which my poor geni could not entwine,
But were I Homer or Nebuchadnezar,
'Tis in ev'ry feature I would make it shine.

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TAPESTRY PAINTING IN THE SCHOOL

The last few years have noted a marked increase in oil and water color work and perhaps there is no form of art work so helpful and interesting to students as the technique of painting or to deepen their appreciation of the best forms of painting than tapestry painting.

And tapestry painting of these days is not like that of years ago, for now the regular oil paints are used and not dyes or stains as formerly, and at the time tapestry painting was at its height some twenty or more years ago, principally large figure subjects were painted, thus making it difficult except for artists of years of experience and training. Of course the large tapestries were and are beautiful, especially for large halls, school auditoriums, etc. They are still very appropriate, but modern homes with their hardwood finish, brick and stone mantels, often have just the place for a medium sized tapestry. The most appropriate interior decorations now are just a few pictures, but of appropriate size and appropriate for that particular room.

A great artist once wrote that "a room hung with pictures is a room hung with thoughts," and in tapestry painting we can paint those subjects which bring high and elevating thoughts, and the execution of which leads to study and furtherance of art interest.

Painting tapestry is not as difficult as regular oil painting on canvas, for it need not have the delicate line and minute finish. In fact, it is not so intended, but there is ample scope in bringing out delicacy of color tones as well as perspective, which is so necessary for a real work of art.

For the beginner, possibly a simple landscape is best or some small pattern which can be used to frame in a serving tray. When the pupils once get started, they soon want to do a bigger piece, in the painting of which they learn to mix colors, to model the features and to bring out the foreground, middle distance and background of the picture. A pupil who has painted tapestry has acquired an appreciation of art that is sure to grow and the parents are sure to be justly proud and pleased with the attainment.

These lines seem so appropriate,—

"Who creates an artistic home
Creates a potent spirit, which, in turn,
Doth fashion him that fashioned."

The teacher who has had experience in teaching in oils can readily take up the teaching of tapestry painting, as regular oil paints are used, thinned well with turpentine or kerosene and worked well into pliable ribbed canvas with a stiff bristle brush, producing a velvety softness on the surface. And now that the cycle of revival of interest in this art work is here, it would seem to be one of the ways to stimulate art interest in America and the surest way for us to become leaders in art is for the children in schools and convents to do more art work. We must strive in America to set the standard, for there will be nothing needed more after the war is over than appreciation of the beautiful. We have the standards of the past in art to build on and the future to look forward to with the resolve and purpose for still greater attainment to make our art more democratic and of the highest possible inspiration.

The Great Voyage.

(October 12, 1492)

The kings had mocked,
The monks sustained him. Hail, Rabida, hail!
Thy cloisters he had paced; thy pathways hard
Yet sweet with lavender and thyme; had gazed
On the azure waves from Palos' promintary;
Listened its meek Superior's words: "Fear naught!
Beyond that beaming ocean lies thy world!
Thou seekest that world for God's sake, not for man's;
Therefore God grant it thee." Next morn he sailed:
That holy monk his great Viaticum
Gave him while yet 'twas dark.

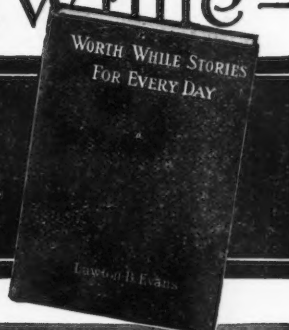
—Aubrey de Vere.

CALL FOR BINDERS.

We have ordered a limited number of patent self-binder covers for volumes of The Journal. Most of these have already been spoken for. The remaining few will be sent to those who make first response to this notice, enclosing \$1.15 for binder and shipping. We have had these binders made up especially for The Journal as an accommodation to many who wanted a volume binder that would also hold the copies of the magazine as they appeared from month to month.

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OBITUARIES.

BROTHER BONIFACE.

The funeral of Brother Boniface, O. S. F. was held September 6 with the celebration of a Requiem Mass in the chapel of St. Francis Monastery Brooklyn, N. Y. The chapel was filled with friends and former pupils of Brother Boniface.

Brother Boniface, who was George Joseph O'Neill, was educated in St. Anne's School, Brooklyn, and after graduation learned the typesetting trade. Later he was well-known in theatrical circles with his brother. In 1888 he entered St. Francis Monastery as a novice in the Franciscan Order.

Oldest Member of Sisterhood.

The oldest member of the Sisterhood of St. Joseph in the Northwest—Sister Ignatius Cox—died at St. Joseph's Hospital, St. Paul, Minn., last month. She had attained the age of eighty-one years, of which sixty-two were spent in religion. She was born at Woodstock, New Brunswick, Canada, and, educated in Boston, Mass. She went to St. Paul in 1851, and a few years later entered the Sisterhood of St. Joseph, devoting her life mainly to teaching in the parochial schools conducted by the order.

Rev. David W. Hearn Dead.

The Rev. David W. Hearn, S. J., president of St. Francis Xavier College, New York, from 1901 to 1907, died at Newton, Mass., on September 14, after a long illness. Father Hearn was appointed pastor of the Church of St. Ignatius Loyola, New York, in 1909.

He was born in Boston, November 21, 1861, and received his education at Boston College. Later he became a member of the Society of Jesus at Frederick, Md., and completed his higher studies at Tronchiennes, Belgium.

California Pioneer Priest Decensed.

In the death of Father Michael Wallrath, the rector of Holy Rosary Church, Waadland, Yolo county, Cal., a pioneer priest of California passes. Father Wallrath was 71 years of age, and was a native of Prussia. His longest pastorate was at Colusa, where he was stationed for thirty-six years, and by his efforts was built nearly every Catholic church now standing in the diocese of Sacramento.

DEATH OF SISTER MARTHA.

Sister Mary Martha, of the Order of School Sisters of Notre Dame, died last week. The deceased is a twin sister of Sister Magdalene, one of the teachers at St. Peter's, Fort Wayne, Ind.

Sister Euphrasia, Lexington, Ky.

Sister Euphrasia, founder and for nearly forty years superior of St. Joseph's Hospital, Lexington, Ky., died on September 14th. Her name in the world was Stafford and she was born in Pittsburgh, Pa. She joined the Sisters of Charity of Nazareth, Ky., in 1863.

Sister of St. Joseph, Decensed.

Sister Mary Josephine Raunsten, a member of the Sisters of St. Joseph of the Diocese of Detroit, died at St. Anthony's School, Comstock, Md., on Sept. 30th. She was a native of Canada. The remains were brought to the Motherhouse, Nazareth, Mich., for interment.

Centenary of Brothers of Mary.

The centenary of the founding of the Brothers of Mary, a religious order in the Roman Catholic church, was celebrated Oct. 2, in two of the Chicago parishes where the order is teaching. Solemn high mass was sung at St. Aloysius' church, by Rt. Rev. Mgr. A. J. Thiele, pastor, and also at St. Michael's church, by the Rev. Nicholas Klein, pastor.

The order was founded in Bordeaux, France, in 1817 and adopted as its motto "To Christ through Mary." One of its chief tenets has been the cultivation of a strong and filial love for the Blessed Virgin. The order is composed of both clerical and lay members. It was introduced into the United States in 1849 and has sixty establishments and two provinces, the eastern and the western.

Dedication of Hospital.

The \$100,000 new building of the Mount St. Rose Hospital, 9101 South Broadway, St. Louis, Mo., which is under the direction of the Sisters of Saint Mary, was dedicated September 3, by Archbishop Glennon.

Bishop Dedicates New School.

Bishop J. M. Koudelka dedicated the new St. Adalbert's School, Superior, September 10. The dedicatory services were followed by a Mass in the church building, and at noon a dinner was served by the ladies of the church in the parish auditorium in the basement of the new building.

\$800,000. Chicago Catholic Sanitarium.

Missionary Sisters of the Sacred Heart will erect a sanitarium for nervous patients at the northwest corner of St. James court and Lakeview avenue, Chicago, to cost \$800,000. This community of Sisters is in charge of the Italian schools of the Assumption parish, and St. Philip's, the Columbus Hospital on Lakeview avenue and Deming place, and the Columbus Extension Hospital on the West side.

\$200,000 Chicago Catholic High School.

One of the finest Catholic High Schools in the middle west, the cost of which is placed in the neighborhood of \$200,000, is to be erected on the vacant property at the northwest corner of Byron street and Lawndale avenue, and the northeast corner of Byron and Ridgeway avenue, Chicago, on property which has just been acquired by the Catholic bishop.

War Calls 30 Per Cent From U. S. Colleges.

An average loss of 30 per cent is noted in college enrollments, due to the American call to war. Following are percentages of decrease shown by the leading institutions:

Yale, 39 per cent; Harvard and Princeton, 40; Dartmouth, 35; Cornell, 30; Williams, 30; Brown, 30; Ames, 30; Purdue, 25; Kansas and Indiana, 20; Wisconsin, 19; Iowa, 12½.

University of Chicago registration is not reported as yet complete. Northwestern College of Liberal Arts shows a decrease of 10 per cent. Its medical and downtown institutions are not yet opened.

Figures from Illinois and other state universities are not yet available.

Many institutions have added military courses or courses on national service. At some military courses are compulsory and in some cases credits for such courses are increased.

Colleges Unite in War Aid.

Administrative officials of 180 leading institutions of learning in the United States conferred recently with a committee of the Advisory National Defense Commission and arranged machinery for co-operation with the Government during the war. Secretary Baker addressed the conference, pointing out that important defense work could be done by the schools of the country and the educators adopted resolutions embodying plans for active service.

Secretary Baker told the conference that while the country was prepared to make every necessary sacrifice, "it must be saved from undergoing any unnecessary dislocation of the processes of its common life."

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TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

Oral English.

Recognizing the fact that the impulse to converse, to sing, to narrate, to picture, and to portray (mimic and dramatize) are racial traits of long standing, and that the ability to be effective and interesting in these forms of expression is of enduring social importance, it becomes the task of the teacher to provide incentive and occasion for the normal exercises of these impulses and to free the channels of expression by establishing right habits of thought and by developing the organs of speech. It is likewise natural for man to enjoy in others excellence and skill in speech and portrayal while the cultivation of the auditory taste and the dramatic sense enhance the enjoyment of these forms of art. Such enjoyment is the privilege and the function of the school to promote.

The fulfillment of this aim involves (1) occasions impelling the pupil to the natural use of his powers of expression; (2) an effective point of view on the part of the teacher; (3) command by the pupil of the elements of effective expression and (4) co-operation of all teachers in demanding the constant use of good oral expression.

1. Occasions impelling the pupil to the natural use of his powers of expression constitute the key to success in teaching oral expression. The teacher should help the individual pupil to select topics in which he has genuine interest and upon which he has or may secure reasonably accurate knowledge, and to organize his knowledge so that he can present it in an interesting form. The teacher should also arrange the class room and plan the class work so that the pupil will feel that his audience desires to hear what he has to say, and is disposed to listen closely and to criticize sympathetically and discriminately.

2. An effective point of view on the part of the teacher involves the recognition of writing and speaking as simply two forms of one mental act, and the breaking down of the barrier which in method of instruction has been raised between them. Likewise it involves the recognition of the fact that language is in its origin, oral; that speech, in spite of the large use made of written language, is still the typical form of expression; and that, because of this, the appeal of language is primarily to the ear, not to the eye. Obviously, then, language instruction gains in effectiveness when based upon the grouping of sounds on the lips of the pupil instead of the writing of words on a page. It is equally apparent that literature takes on a fuller meaning when it can appeal to a cultivated auditory sense. As in the elementary school oral language work is the natural preliminary learning to write, so in the high school constant oral practice should precede, or at least accompany, written exercises in order to preserve the essential and vital forms of language.

3. The command by the pupil of the elements of effective expression involves the teaching of the principles underlying both written and oral expression. The pupil should be made to realize that all conversation is composition; that, after all, writing is but the record of good talking, and that his habits of speech and of writing can each be made to reinforce each other. Instruction in oral expression then shares with instruction in written language responsibility for the vocabulary, for the correct application of the rules of grammar, for the correct use of words separately and in combination, and for the observance of the rhetorical rules of unity, coherence, emphasis, and general effectiveness.

In addition, instruction in oral expression must include drill on the phonetic elements of language, the establishment of a competent voice, the mobilization of the organs of speech, and the attainment of the ready coordination of mind and tongue.

4. The co-operation of all teachers in demanding the constant use of good oral expression is essential. To expect the English class-room alone to neutralize the bad habits of speech acquired in the home and on the street is unreasonable. In so far as teachers in all departments do not demand good expression from their pupils or fail in their own speech to use good English, the school harbors an influence that directly undermines the work of the English teacher. The practice of requiring topical recitations in all subjects that admit of that method, and complete



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answers to many questions in all subjects, furnishes natural and worthy exercises in speech, and at the same time reacts favorably upon the work in every class-room and constitutes a simple means of developing the power of sustained effort in thinking.

II. The Immediate Aims.

The immediate class-room aims of teaching oral expression may be summed up under the ability: (1) To answer questions intelligently and fully; (2) to converse agreeably; (3) to collect and organize material for oral discourse; (4) to present effectively in a natural environment material already organized; (5) to join courteously and pertinently in informal discussion; (6) to read aloud in such a way as to present the writer's thought and spirit; and, (7) for those who have, or hope to develop, qualities of leadership, the ability to address an audience, or to conduct a public meeting.

Three points to be specially noted in this connection are:

1. **The Extemporaneous Speech.**—Talks in which the thought has been carefully prepared and in which the thought as well as the language and form of address are given attention and criticism by the class should be arranged for, especially in the later years of the high-school course. Among the different projects that may be successfully employed for such exercises are: Reports upon current topics, relation of personal experience, story telling, speeches of presiding officers, after-dinner speeches, and reports upon supplementary reading, etc. To make this work of the largest value the principles of arrangements should be insisted on throughout.

2. **The Debate.**—Instruction and practice in debating can be made of large value in teaching English. It gives occasion for intense mental effort in analysis and encourages effective expression as do few other exercises. Debates organized by class teams with uncommitted arguments, before the school or club and occasionally in public, if carefully supervised by competent teachers, are of value. Care should be taken to secure accurate information, clear thinking, natural expression, and a reasonable attitude toward opponents. The social value of this exercise, with its lessons of mutual dependence and helpfulness, is an important by-product.

3. **The formal address or oration** was once used extensively as a rhetorical exercise and for the commencement program, but has given way to a considerable extent to the less formal speech. It is still useful, however, as a supplement to the other form, especially when occasions can be utilized that will give a special significance to the utterance: National and State holidays, birthdays of poets and famous men, or other special occasion, afford suitable opportunities for such exercises. This form of exercise should come late in the course and should be carefully supervised to secure dignified treatment of worthy themes.

Throughout this work in English attention must be directed to breathing, vocalization, posture and gesture, and phonetics.

1. **Breathing** is a mechanical process which is best cared for in the classes by physical exercise. In schools where there are no gymnasium classes, a few minutes of deep breathing, with the windows open and the pupils standing erect with heads thrown well back, will contribute to the health of the pupils and to their preparation for good vocalization.

2. **Vocalization.**—With the unscientific theories of voice production and voice development that have prevailed in the past, it has been practically impossible to secure helpful results from class-room work where lack of time permitted only unison practice. The latest findings of science, however, throw new light upon the way the organs produce sound, and how they should be used to produce the best results. A few simple exercises in vocalization, continued through the grades, will help to produce full resonance and to overcome the unquestioned harshness of the American voice.

3. **Posture and Gesture.**—Along with the exercises in breathing a system of callisthenics can be used that will induce grace and freedom of movement in bodily action. Exercises calculated to develop bodily response to thought and feeling, in reading, reciting, or speaking to an audience, should be accompanied by explanation of the interpretive meaning of simple pose and gesture.

4. **Phonetics.**—Instruction in phonetics and diacritical marks should accompany the physical exercises of the ninth, tenth, and eleventh grades. Much practice should be given in pronouncing words singly and in combination, followed by sustained effort at clear and pleasing expression of thought. The exercises that more successfully combine these drills are: Oral reading, declamation and recitation and dramatics.—(From Bulletin, 1917, No. 2, Department of the Interior, Bureau of Education.)

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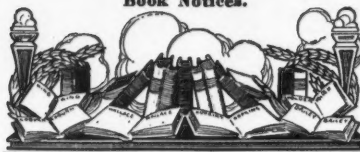
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Book Notices.



The Play Movement and Its Significance.

By Henry S. Curtis, Ph. D., former Secretary of The Playground Association of America. Cloth, \$39 pp. Illustrated. \$1.50. The MacMillan Company, New York.

Perhaps the scope of this timely work is best indicated by enumerating the following of its chapter headings: The Source of the Playground Movement, The Play Movement in the United States, Play at the Schools, Municipal Playgrounds, Public Recreation, Play for Institutions, Play in the Country, Equipment and Supplies, The Boy Scouts, The Camp Fire Girls, The Recreation Survey, etc.

Children's Stories and How to Tell Them.

By J. Berg Esenwein, Author of "Writing the Short Story" and Marietta Stockard, A. B. of The Wilson Normal School, Washington, D. C. Cloth, 352 pp. \$1.62, postpaid. Published by "The Home Correspondence School," Springfield, Mass.

The result of the collaboration of experts, this complete manual for story tellers not only answers every question as to the fundamental principles involved in the structure, selection, preparation and presentation of stories, but it gives fifty choice stories which may be read or told to children. It also includes reference lists of supplementary stories as well as works on "Story Telling Methods" with the names and addresses of publishers. To the teacher, mother or social center worker, this helpful treatise will be welcome as a first aid to good story telling, so potent a factor in education, in character building and in delight giving.

"Worth While Stories for Every Day." By Lawton B. Evans. Cloth, 424 pp. Price \$1.50. Milton Bradley Company, Springfield, Mass. (1917).

This collection contains 185 complete stories of miscellaneous character, including choice selections from mythology, nursery rhymes retold in prose, Mother Goose Tales, Natural History Stories, geographical Sketches, and Stories of Realism, each chosen for its ethical value. It is designed for the daily use of kindergarten or primary grade teachers and mothers of small children.

Practical Grammar for High Schools and Academies.

By P. H. Deffendall, A. M. of the Soldan High School, St. Louis, Mo. Cloth, 192 pp. Ainsworth and Company, Chicago, Ill.

This book is designed for use in high schools and academies where a text is desired to review and fix certain fundamental facts in English Grammar. It combines both grammar and practical exercises and aims to be a brief but complete treatment of the subject. Part I takes up the structure of the sentence, treating the simple, the complex and the compound sentence. Part II gives a list of sentences for analysis. Part III treats of the parts of speech in detail. Part IV gives lists of words commonly misspelled together with a similar list of those commonly mispronounced. A resume of the general rules of punctuation and capitalization is also given.

Christopher Columbus.

In Poetry, History and Art. By Sara Agnes Ryan. With an introduction by Rev. F. X. McCabe, C. M., LL.D. Cloth, 260 pp. Illustrated. The Mayer and Miller Co., Chicago, Ill. (1917) Price 2.50; prepd.

Fittingly dedicated to The Knights of Columbus, this handsome volume aims through poetry, history and art to make better known the simple faith, the undaunted courage and the colossal achievement of "The Great

Navigator." Compiled with literary discernment, the selections in prose and poetry are woven in charming style into a biography which is something of an inspiration. A unique publication, "Christopher Columbus," by Sara Agnes Ryan, author of "Florence in Poetry, History and Art" is deserving of a place in the library of every student of history.

Phil and Filippa.

By John Stuart Thomson, author of China Revolutionized. Cloth, 75 pp. Illustrated. 40 cents. The MacMillan Company, New York.

This story of child life in the Philippines is not only of vital human interest to little people but it is educational as well. The description of our distant possessions in the Pacific Ocean, of the people and of their customs, possesses all the interest of a travelogue.

"Work and Play in Colonial Times."

By Mary Holbrook MacElroy. Cloth, 163 pp. Price, 40 cents. The MacMillan Company (1917), Boston, Chicago, New York.

This contribution to the "Everychild Series" is designed to broaden the child's growing interest in Colonial History. It contains chapters on: "The Emigrant," "The Voyage and the First Winter," "Little Pioneers," "Children's Games," "Puritan Playthings," "Sunday Clothes," "Their Schooling," "Colonial Text Books," "Spoiled Children," "Puritan Discipline," "About Their Manners," "Children's Tasks," etc.

"The Runaway Alarship and Other Tales."

In the Intermediate Style of Pitman's Shorthand. Paper, 96 pp. 45 cents. Printed by Sir Isaac Pitman & Sons, London, New York.

New Publications.

The University of Chicago Press has just announced two publications of peculiar interest to teachers and special students of education—one on **Types of Reading Ability as Exhibited through Tests and Laboratory Experiments**, by Dr. Clarence Truman Gray, of the University of Texas; and one on **The Kindergartens of Richmond**, Indiana, by Assistant Professor Alice Temple, of the College of Education at the University of Chicago.

Types of Reading Ability as Exhibited through Tests and Laboratory Experiments is an Investigation Subsidized by The General Education Board. Price, \$1.25. Survey of The Kindergartens of Richmond, Indiana. By Alice Temple, Ed. B. Paper, 60 pp. Illustrated. Price, 40 cents.

Professor Temple, whose special field in the School of Education at the University of Chicago is Kindergarten Training, has written from personal inspection a highly significant account of the workings of the kindergartens of Richmond, Indiana, in which she considers the room equipment, the personnel of the teaching force, the relation between the kindergarten and the first grade, and the curriculum and methods.

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A Hand Book of American Private Schools.

An Annual Publication (Third Edition). By Porter E. Sargent, Boston. Cloth, 664 pp. Published by Porter & Sargent, 50 Congress St., Boston, Mass.

A critical and discriminating review of American Private Schools, this hand book while designed as a guide book for parents is of special value to school and college authorities. Realizing that the truest measure of a school's value surely consists in its tone, its aim and its achievement, this survey does not deal with material equipment, courses offered or the many details readily found in the schools, announcements and catalogs. But rather, it is the spirit, the traditions and the atmosphere of the schools which are here regarded as most significant. By appraising its personnel, patronage and alumni, there is more to be gained than by the mere recapitulation of courses, building and playing grounds.

A Religious Bookmark.

A splendid idea in the way of illustrated religious bookmarks has just been issued from the press of the Society of the Divine Word, Techny, Ill. They are twelve in a lot and each has a picture depicting some event in the life of our Lord. Being both serviceable and instructive, their value is greatly enhanced in the hands of the student. A set will be sent free to any teacher writing direct for it. Price, 10 cents. Special price on lots.

School of Medicine.

The new School of Medicine at Notre Dame University is unique in one way—its students will all be residents of a Catholic boarding school. There are other Catholic medical schools, some of them among the largest and best in the country, but these are mostly in the larger cities.

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When Marshal Joffe was visiting America, he heard "The Star Spangled Banner" time and time again, but it is reasonably certain that nowhere did he hear it sung more beautifully than when sung by Louise Homer at the brilliant gathering in the Metropolitan Opera House in New York, and also at the unveiling of the Lafayette Memorial in Brooklyn. They were superb renditions of our national anthem that thrilled the assembled audiences—renditions that every American would be glad to hear, and through the Victor phonograph it is possible for every one to do so. Mme. Homer has made a record of "The Star Spangled Banner," and it has just been issued with the new list of Victor Records for October. American born and trained, Louise Homer is especially suited to sing our favorite national air, and her splendid contralto voice rings out full and strong and stirs our patriotism anew.

A Worthy Successor to Tipperary.

"Keep the Home-Fires Burning" is the successor to "Tipperary" as the favorite war song of England, and it has rapidly become very popular in America. John McCormack presents this number as his contribution to the new list of Victor Records, and gives a magnificent interpretation of this simple but heart-stirring march song. Emmet's famous "Lullaby" is sung by Mabel Garrison with beautiful tenderness. She lifts the little song into the ranks of a genuine art creation by her sympathetic insight into its inherent poetry.

Benedictine Father is Honored by United States.

The United States government has paid a singular tribute to a Benedictine monk, by naming one of its Indian boarding schools in his honor. Former Commissioner of Indian Affairs, F. E. Leupp, in recognition of the efficient and faithful services of Father Martin Kenel, O.S.B., who for many years was superintendent of one of the United States Indian schools of Standing Rock reservation, known as the Farm school, on Father Martin's retirement called the school the Martin Kenel institute.

A Tonsorial Affair.

A "hair-cutting festival" was held one morning recently at St. Vincent's Orphan Asylum, Vincennes, Ind. A score of members of the local Barbers' Union went to the institution and cut the hair of the 150 boy inmates. Afterwards a feast of ice cream and bananas and other fruits was served. Four times a year the barbers give their services to the home.



There is Nothing Like It. 8

Hanover, Ont., Can., September, 1914. My daughter suffered from nervousness six months; was cured by one bottle of Pastor Koenig's Nerve Tonic and was never sick since and several others to whom I recommended the Tonic were also cured by it, although doctors had given them up. All think there is nothing like the Tonic. Mrs. G. Lamont.

J. Wagner, of R. 1, Wayland, Ia., writes that the first spoonful of Pastor Koenig's Nerve Tonic had the desired effect against a severe nervous trouble which led us to fear that the patient would lose his mind; this, however, the invaluable Tonic prevented.

Miss M. E. Wagner, of Auburn, Ind., also says that Pastor Koenig's Nerve Tonic helped her from nervousness of five years' standing.

Mrs. G. Schmidt, R. 5, Emory, Tex., writes: "Well, I feel a whole lot better after taking Pastor Koenig's Nerve Tonic. I was almost broken down. The Tonic has done me more good than any other medicine I had previously taken."

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SCHOOL-ROOM HUMOR.

Wasted Instruction.

Little Charles was slow to learn "please" when asking for food at the table.

"Give me some meat," he demanded of his father.

"What else?" asked the father, sternly.

"Some potatoes," came the reply.

Accuracy.

"I am delighted to meet you," said the father of the college student, shaking hands warmly with the professor. "My son took algebra from you last year, you know."

"Pardon me," said the professor, "he was exposed to it, but he did not take it."—Christian Register.

Teacher Was Fooled.

At a German recitation the class was asked for the German forms of English words.

"What is the German for lawyer, Tommy?" asked Miss Jones of my neighbor.

The German for lawyer is pronounced Ahd-fo-kaht. Although Tommy and I had studied this lesson with great zeal the night before, we could not recollect the word. So Tommy stammered very sullenly:

"I fo'got."

"Good!" said Miss Jones, first to Tommy's astonishment, then to his amusement as he saw the point, and finally to his delight, because he avoided getting a zero.

Unimportant Detail.

"The teacher says I will soon speak French as well as I speak English," said the enthusiastic girl.

"But you mispronounce many words."

"Oh, that's nothing. I mispronounce a lot of English words, too."

Punishment.

Boys when together are, as a rule, up to all kinds of mischief, and the teacher of a class in a certain school well knew it.

One day, during his absence, one of his pupils put on the hands of the schoolroom clock a quarter of an hour. Needless to say, the entire class approved, and were in a joyous mood when consequently they dispersed for lunch earlier than usual.

During the lunch hour the teacher discovered the trick, but he did not alter the clock.

Later on the boys returned at the usual time and were dumbfounded when their master pointed to the clock and said: "I see that you have returned fifteen minutes late. As a punishment the whole class will stay in half an hour later today and have grammar."

Surmise Was Correct.

A certain schoolmaster had a particularly troublesome set of boys to deal with, and consequently had to resort to a good deal to the influence of the cane.

One day, when some unpardonable breach of discipline had been committed, he stood with several of the ring-leaders in front of the class.

"Boys," said he, sternly, "it seems to me that I have to work the cane a great deal more than I ought to work it."

"Yes, sir," retorted the demon of the class, with a significant look at the cupboard. "I shouldn't wonder if it comes out on strike soon."

And sure enough it did.—London Tit-Bits.

Readily Explained.

When it comes to up-to-date curriculum, no school in Ohio have anything on this little town of Ironton, as is manifested by the answer of a six-year-old who lives on South Fifth Street.

"What did you study in your room last year, dear?"

"We studied Reading and Gozinta," replied the little one.

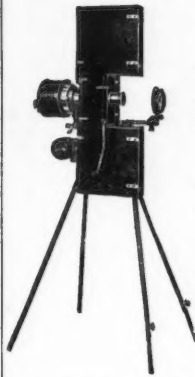
"Gozinta! What's that?"

"Why, don't-chu-no? Two gozinta four two times. Two gozinta six three times and like that."

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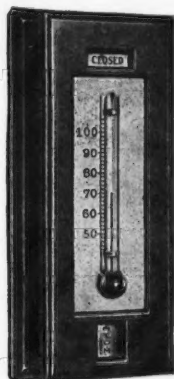
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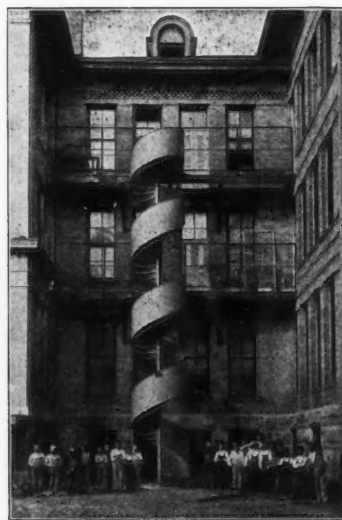
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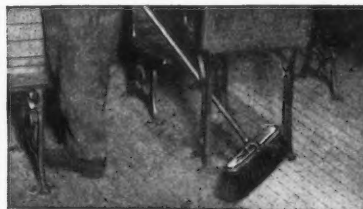
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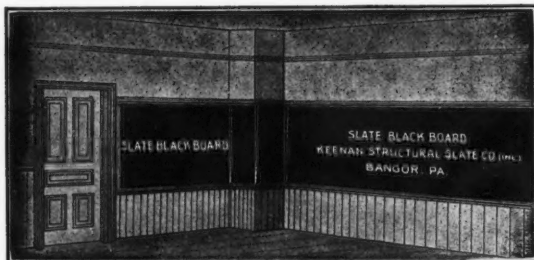
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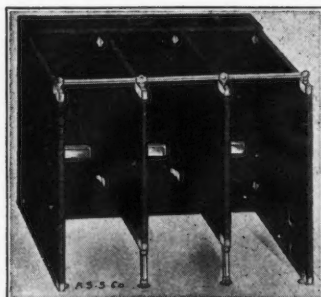
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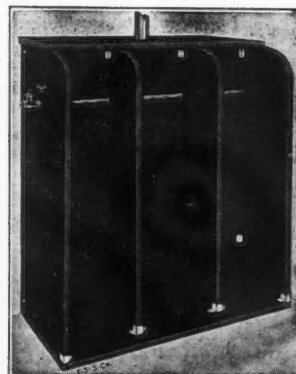
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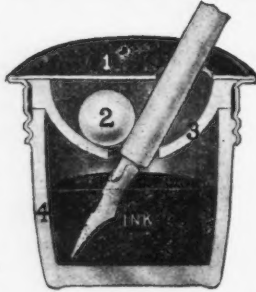
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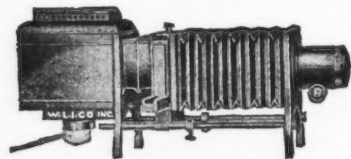
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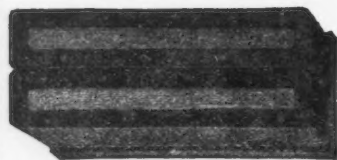
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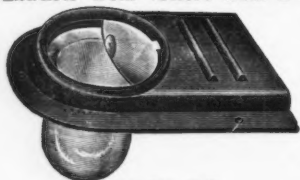
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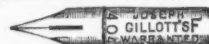
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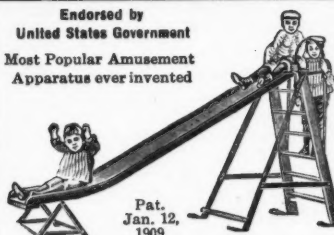
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